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ABSTRACT

This manual is a product of the portfolio assessment project, a 3-year project on the use of portfolios as an assessment measure in elementary through higher education foreign language classrooms. Portfolio assessment is the systematic, longitudinal collection of student work created in response to specific, known instructional objectives and evaluated in relation to the same criteria. Assessment is done by measuring the individual works as well as the portfolio as a whole against specified criteria. Portfolio creation is the responsibility of the learner, with teacher guidance and support, and often with the involvement of peers and parents. This manual describes a model of an assessment portfolio that incorporates many components. Section headings include the following: "How To Use This Manual"; "Model for Portfolio Assessment"; "Planning for Portfolios"; "Validity and Reliability"; "Portfolio Contents" (including instructions on how to match, organize, and integrate portfolio assessment and instruction); "Creating Rubrics"; "Wrapping Up the Portfolio Semester"; and "Issues To Consider" (including parental involvement and time management). (Contains 18 annotated references.) (KFT)

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PORTFOLIO ASSESSMENT IN THE FOREIGN LANGUAGE CLASSROOM

Summer 1998

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The National Capital Language Resource Center

The National Capital Language Resource Center* (NCLRC), a consortium of Georgetown University, The George Washington University, and the Center for Applied Linguistics, conducts activities to strengthen the nation's capacity to teach and learn foreign languages through training, research, materials development, and dissemination. The Center emphasizes teacher education in the administration and interpretation of performance tests, use of effective teaching strategies, and use of new technologies. Through workshops, summer institutes, and conference presentations, as well as on-going service via its projects, databases, and publications, the Center promotes professional development for foreign language educators.

The Portfolio Assessment Project

The Portfolio Assessment Project is a three-year project (1996-1999) on the use of portfolios as an assessment measure in elementary through post-secondary foreign language classrooms. This Project includes the writing, pilot testing, evaluation, and revision of this manual as well as development and delivery of professional development activities at the K-12 and higher education levels on classroom portfolio assessment for foreign language educators.

The first draft of this manual was completed and sent to pilot test teachers in Spring 1997. Based on feedback the manual was revised and sent out to pilot teachers in Summer 1997. Teachers implemented portfolios in their classrooms in the 1997-1998 school year. The NCLRC provided support for these teachers and asked for bimonthly feedback.

Evaluation and revision of the second draft, based on teacher feedback and continued staff investigation of portfolios, is now complete. This manual and half-day, one-day, and two-day workshops are now available from the NCLRC. For further information on any of these products, please contact Sarah Barnhardt at the National Capital Language Resource Center, 2600 Virginia Avenue, NW, Suite 105, Washington, DC 20037-1905. E-mail nclrc@gwu.edu.
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One Teacher's Story

As an introduction to portfolio assessment, we would like to share one teacher's experiences and recommendations. Barbara reflected on and discussed her experiences using portfolios in a middle school French I class for two consecutive academic years.

Planning

Portfolios take a lot of planning to set a very clear purpose before introducing portfolios to the students and parents. My purpose was to provide evidence that students were recognizing and taking advantage of opportunities to see, use, learn about, and experience French culture outside the classroom. I also needed to set goals; mine were developing enthusiasm for the language and developing life-long learning skills. My hidden agenda was to get parents and the community involved in the children's learning.

I think it is crucial to prepare thoroughly and spend a lot of time with students introducing portfolios. During the first three days of the school year I spent a lot of class time talking about the structure and expectations of the class. I gave the students handouts on concerns, needs, and definitions and told them to share these with their parents and to refer to them throughout the year.

If you are going to use portfolios, start slowly. The first step is having students collect everything they do in a folder. After a while, you can start giving portfolio days, on which students work on their portfolios by revising, adding self-assessments, annotating and organizing. Later, I let the students pick one day of the week to work on portfolios; they chose Friday. I had them give me a written plan of action and a goal on each Monday preceding the portfolio Friday. The students who had not submitted this note were given assigned work. By the fourth quarter, I did not make them give me the cards, because they had learned how to set goals by themselves.

While the students were working on their portfolios, I worked with individual students and gave mini-lessons when difficulties and questions came up while they were working. I would announce to the class that I was giving a mini-lesson in a corner on one of the blackboards. If they did not want the information, they could keep working. They really liked the mini-lessons.

Portfolio contents

I required work in each of the four language skill areas, but each student had to decide how to demonstrate these skills. Listening was very difficult to assess; I tried to take into account what they listened to, for how long, and what they learned from the listening experience, not how much they had actually understood of what they had listened to. For example, one student found a French-language radio station, so I made tapes from that and lent them out to students. They had a hard time understanding, but my teaching point was that even if a student had understood very little, he had learned something about his learning. In this case, we talked about developing strategies for listening.

In the area of writing, I started by asking for a paragraph or more for each assignment; this length increased over time. Some students simply could not do this (the students in the class were from the general school population and included main streamed special education students), so we talked about it as a class, so that there would be no sense of "why does that student not have to do this." We discussed the fact that everyone has learning strengths and weaknesses. I tried to turn this potentially difficult situation into a positive experience in which students actively participated in self- and peer-assessment and reinforced their identity as a community of learners.

Evaluation

I believe in having clearly set and adhered to criteria and in being very honest with students about their work and its acceptability. In the first quarter, I set the criteria myself because the students had no experience with that. At the beginning of the second quarter, we talked about portfolio criteria and defining criteria and then voted on the criteria for that quarter. I kept the criteria that all four skill areas be represented, and students chose effort, organization, planning, and "going further than you thought you could" as criteria. This gave them responsibility for learning and self-assessment.

I included conferences in my portfolio evaluation. In the first quarter, I required all the students to have a conference with me. This was very time consuming, so in the second quarter I required students with last names A-K to have conferences and made them optional for all other students. In the third quarter, I had conferences with all the students who had last names between L-Z and made conferences optional for all the other students. In the final quarter, I arranged with my principal to have covered release time for an entire day, so that I could have a conference with each student.

Parental involvement

Students were also required to have a portfolio conference with a parent each quarter before they gave me the portfolio. Parents were supposed to write a paragraph about the portfolio/conference. I did not grade portfolios which did not contain these parent paragraphs. In situations in which there was no parent present, I let students have a conference with an adult relative or another teacher. If students reported that their parents had no time, I called the parents and encouraged them to have a conference with their child, and this worked. I also offered a parent workshop on portfolios at the beginning of the year to inform parents of the agenda and why and how to get involved.

Outcomes

Creating portfolios shows students what they are good at and what they need to work on. Self-assessment is an important skill learned through portfolio use. The students learned how to look for specific criteria that made their work acceptable or not. In the beginning, students would just rate a piece "good" or "bad" but have no idea why; in the end, they had learned how to judge their own work and how to revise it. I am an enthusiastic supporter of portfolios, and by the end of the year all the students had bought into portfolios, too. Five of the students ended the fourth quarter one year above level, most were on level, and there were two or three strugglers.

Introduction

What is portfolio assessment?

Portfolio assessment is the systematic, longitudinal collection of student work created in response to specific, known instructional objectives and evaluated in relation to the same criteria. Assessment is done by measuring the individual works as well as the portfolio as a whole against specified criteria, which match the objectives toward a specific purpose. Portfolio creation is the responsibility of the learner, with teacher guidance and support, and often with the involvement of peers and parents. The audience assesses the portfolio.

***Assessment portfolios** used by learners show progress made toward specific objectives.*

***Showcase portfolios** used by artists contain the artist's best work.*

Portfolios have generated a good deal of interest in recent years, with teachers taking the lead in exploring ways to use them. Teachers have integrated portfolios into instruction and assessment, gained administrative support, and answered their own as well as student, administrator, and parent questions about portfolio assessment. Concerns are often focused on reliability, validity, process, evaluation, and time. These concerns apply equally to other assessment instruments. There is no assessment instrument that meets every teacher's purpose perfectly, is entirely valid and reliable, takes no time to prepare, administer, or grade, and meets each student's learning style.

Foreign language educators need to able to choose and/or design assessments that meet their most important instructional and assessment needs and which they have the resources to implement and evaluate. Below are some strengths of portfolio assessment, seen in contrast to traditional forms of assessment.

Traditional assessment vs Portfolio assessment:

Traditional:	**Portfolio:**
Measures student's ability at one time	Measures student's ability over time
Done by teacher alone; student often unaware of criteria	Done by teacher and student; student aware of criteria
Conducted outside instruction	Embedded in instruction
Assigns student a grade	Involves student in own assessment
Does not capture the range of student's language ability	Captures many facets of language learning performance
Does not include the teacher's knowledge of student as a learner	Allows for expression of teacher's knowledge of student as learner
Does not give student responsibility	Student learns how to take responsibility

Rationale: Why use portfolio assessment?

- Portfolios are a form of alternative/authentic assessment in which a student's progress is measured over a period of time in various language learning contexts. Portfolios can include evidence of specific skills and other items at one particular time and language performance and progress over time, under different conditions, in all four modalities (reading, writing, listening, and speaking) or all three communication modes (interpersonal, interpretive, and presentational). Using a combination of testing instruments lends validity and reliability to the portfolio.

- Portfolio assessment is closely linked to instruction, which has two educational benefits. First, linking assessment to instruction means that you are sure that you are measuring what you have taught. Second, portfolios reveal any weaknesses in instructional practices. For example, if the purpose of the portfolio is linked to making progress toward all areas of the National Standards, and, at the end of the marking period, there are no works related to oral communication in the portfolio, the teacher may decide to incorporate more oral communications work into the curriculum. This is a way of providing for systemic validity (see page 26).

- Portfolio assessment is by nature incorporated fully into instruction: there is no time lost on assessment. Assessment is a true learning experience, and not external to the learning process.

- Student assessment portfolios promote positive student involvement. As students create their portfolios, they are actively involved in and reflecting on their own learning. Increased metacognition has a positive impact on a student's self-confidence, facilitates student use of learning strategies, and increases the student's ability to assess and revise work. Student motivation to continue studying and succeeding in language learning tends to grow in such an environment.

- Portfolios offer the teacher and student an in-depth knowledge of the student as a learner. This means that the teacher can individualize instruction for the student. Weak areas can be strengthened and areas of mastery built upon. Learners are involved in this process of tracking their learning and can take control of their learning.

- Using portfolios introduces students to an evaluation format with which they may need to become familiar as more schools and districts adopt portfolio assessment.

- Using assessment portfolios gives the teacher opportunities to involve parents in their children's language learning. Parental involvement is an important factor in educational success.

Portfolio assessment and the National Standards for Foreign Language Learning

This project links portfolio assessment with the National Standards for Foreign Language Learning. The Standards were developed as a reflection of the best foreign language teaching practices in the country and to provide a goal toward which foreign language learning is directed. They do not, however, compose a curriculum. This allows teachers and schools great flexibility in working toward the Standards within the existing instructional environment.

We have linked portfolio assessment with the Standards because many school districts and states are moving toward implementing portfolio assessment and seeking ways to adapt existing curricula to reflect the Standards. Portfolios can provide educators with a concrete performance measurement of what students can do in the language. The contents serve as progress indicators toward the Standards. However, as a prelude to measuring students' progress towards the Standards, educators need to evaluate whether and to what extent instructional practices and curricula reflect the Standards. This manual contains worksheets teachers can use to assess the extent to which their own classroom practices reflect the Standards (Teacher's Foreign Language Standards Checklist page 46 and Teacher's Assessment Check: Responsiveness to Standards, page 96). It also contains a checklist for students to assess which Standards they have met through doing a particular language learning task (Student's Foreign Language Standards Checklist, page 47).

An abbreviated version of the Standards follows. Information on ordering a complete copy is given in the annotated references.

The National Standards for Foreign Language Learning

I. **Communication: Communicate in Languages Other Than English**

- 1.1 Interpersonal communication: Student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- 1.2 Interpretive communication: Student understands and interprets written and spoken language on a variety of topics.
- 1.3 Presentational communication: Student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

II. **Cultures: Gain Knowledge and Understanding of Other Cultures**

- 2.1 Cultural practices: Student demonstrates an understanding of the relationship between practices and perspectives of the culture studied.
- 2.2 Products of culture: Student demonstrates an understanding of the relationship between the products and perspectives of the culture studied.

III. **Connections: Connect With Other Disciplines and Acquire Information**

- 3.1 Make connections: Student reinforces and furthers own knowledge of other disciplines through the foreign language.
- 3.2 Acquire new information: Student acquires new information and recognizes the distinctive viewpoints that are only available through the foreign language and its cultures.

IV. **Comparisons: Develop Insight into the Nature of Language and Culture**

- 4.1 Language comparisons: Student demonstrates understanding of the nature of language through comparisons of the language studied and own culture.
- 4.2 Cultural comparisons: Student demonstrates understanding of the concept of culture through comparisons of the cultures studied and own culture.

V. **Communities: Participate in Multilingual Communities at Home and Around the World**

- 5.1 Community and school: Student uses the language both within and beyond the school setting.
- 5.2 Lifelong learning: Student shows evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

How to Use This Manual

WORKSHEETS IN THIS SECTION:
Teacher Self-Efficacy Questionnaire
Selecting a portfolio class and support system

Starting out

Think big, plan small !!!

This manual describes a model of an assessment portfolio which incorporates many components. Teachers experienced in using portfolios emphasize that they began with smaller portfolio projects and increased their scope in following years. If you are new to portfolios, you could limit your portfolio to measuring progress in one area, such as oral communication, rather than oral and written communication. Or, you could focus on self-assessment, rather than on all learning strategies. Modifying portfolio activities is another possibility. For example, instead of having students set goals every week, have them set goals every two weeks; instead of having a parent-teacher portfolio conference, send a letter home to parents. We have provided a variety of resources from which you can select, based on your current use of portfolios, curriculum, and instructional factors. As you become more comfortable with portfolios, you can add components.

Cooperation

Planning for and implementing portfolios is challenging. Working with other teachers is a good strategy for success. Whether your colleague is experienced in using assessment portfolios or not, sharing the work and brainstorming ideas provide you with support. You could work with colleagues who teach the same or different languages. Looking at completed portfolios, even from other subjects, can give you ideas which will help you plan. You may be a portfolio trailblazer in your school--in this case, investigate whether local, state, or national language teachers' groups can provide any support in terms of resources. If you have access to electronic mail, you could also communicate in this way with teachers at other schools who are working with portfolios. There are also foreign language teacher listservs to explore through e-mail.

When you have experience using assessment portfolios, share what you have learned as well as the questions you still have with teachers who are starting out with portfolios. Your experience is valuable and can be shared with individual teachers, at in-service workshops, and via newsletter and journal articles.

Work with a colleague to implement portfolios.

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Adapting materials

This manual has been designed for foreign language teachers across the nation, from elementary through post-secondary classrooms, with learners of many languages and at all levels of ability. The materials presented in this manual need to be adapted to individual instructional practices and curricula. This is the only way in which portfolio assessment can be authentic and valid in each learning environment. Suggestions for adapting and creating materials and rubrics are provided throughout this manual.

Language of instruction

The manual and worksheets are in English in order to be accessible to all language teachers. You may wish to translate the materials into your target language. (Two of the worksheets have been translated, see pages 74-75.) Conducting portfolio-related activities and having materials in the target language increases students' exposure to the language. However, this decision depends upon your curriculum and the language ability of your students. At beginning levels you may decide to present initial explanations in English and gradually introduce new vocabulary for discussing the portfolio. Later, you could make the translation of the materials a class project. In this way, students learn how to talk about learning in the target language. Students, especially those beginning to study the language, can be given the option of responding to the worksheets in English so that they can express themselves freely.

Using the Teacher Self-Efficacy Questionnaire

As you will read in this manual, self-assessment is an important part of portfolio assessment and encouraging learners to become responsible for their own learning. To help you use this manual most effectively, we are providing a Teacher Self-Efficacy Questionnaire (TSEQ) on the following page. The TSEQ asks you to think about how certain you feel that you could carry out various aspects of the portfolio assessment process. Read each item and indicate your confidence level for doing the activities described on the scale.

The TSEQ is a self-assessment; your responses may be based largely on your past experience with portfolios. Thus, if you have little experience you may not feel very confident as you begin reading this manual. However, this should encourage you to focus on aspects of portfolio assessment discussed in the manual that you find challenging. You can complete this questionnaire again after you have finished working through this manual as a way to measure your progress and readiness. If you are still uncertain about some areas, you may wish to re-read certain sections and work with other teachers.

Teacher Self-Efficacy Questionnaire

How familiar are you with the portfolio assessment process? Circle the number that best represents how certain you feel you could do the portfolio activity described.

How certain are you that you could...

1. **Plan the purpose of the portfolio?**

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

2. **Identify the audience for the portfolio?**

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

3. **Create a reliable and valid portfolio assessment tool?**

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

4. **Match the contents of the portfolios to the goals of the portfolios?**

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

5. **Introduce students to the concept of portfolios?**

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

6. **Incorporate student assessment techniques (peer and self-assessment) in your class?**

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

7. Motivate students to become seriously involved in the portfolio process?

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

8. Include portfolios in the grading process?

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

9. Create time in your schedule for portfolios?

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

10. Follow through to the end of the semester or academic year with the portfolio?

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

11. Identify resources for answering your own and other peoples' questions about portfolios?

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

12. Share your portfolio experience with other educators?

0 10 20 30 40 50 60 70 80 90 100
Not Certain *Somewhat Certain* *Very Certain*

Selecting a Portfolio Class and Support System

CHOOSING A CLASS:

Language: _____

Level: _____

Number of students: _____

WORKING COLLABORATIVELY:

Teachers I know who have used portfolios:

Teachers who are also interested in using portfolios:

Administrators who would support me in planning and implementing portfolios:

Language or teacher association groups to which I belong:

Other people/organizations who could be part of my support system:

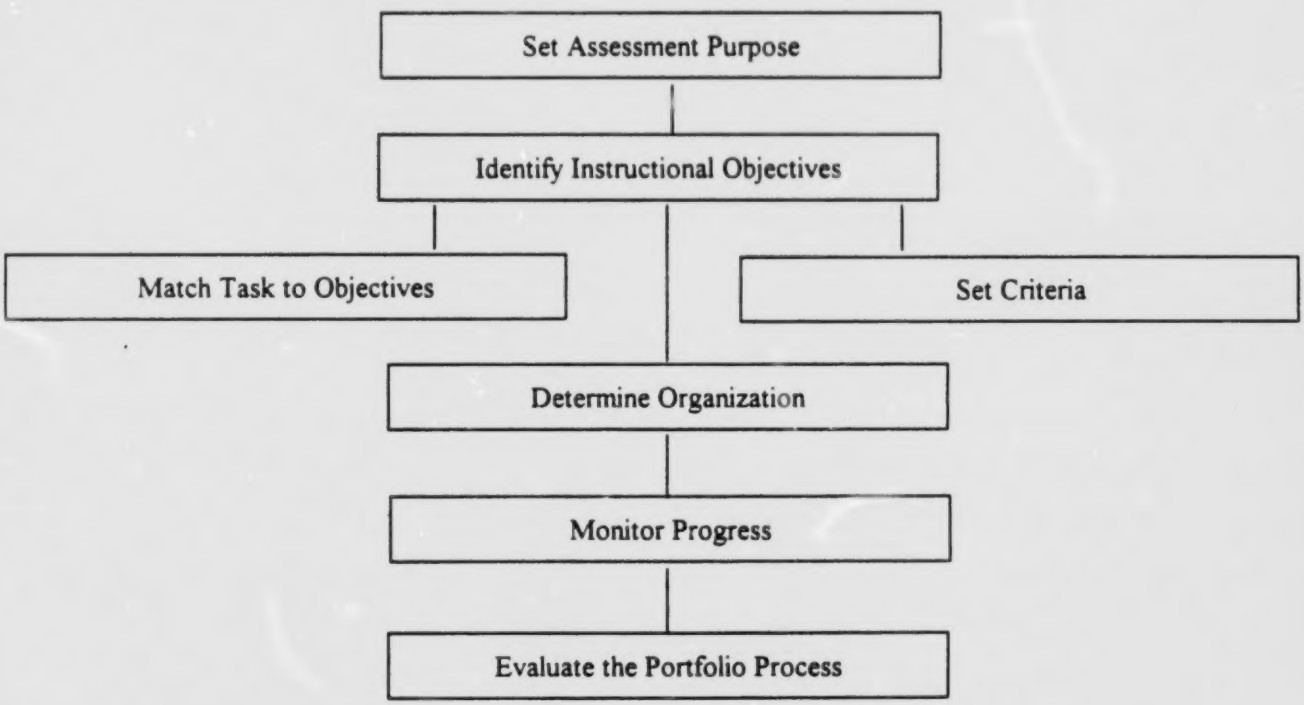
Model for Portfolio Assessment

WORKSHEETS IN THIS SECTION:

Designing Portfolio Assessment: Teacher Planning Worksheet

Design Steps in Portfolio Assessment

In order to effectively design and implement portfolio assessment, you need a model to provide a framework for your work. The following model outlines the essential steps necessary to design and implement a portfolio assessment project. Following these steps will help ensure that your portfolio is a reliable and valid assessment tool (see pages 25-28 for more on validity and reliability of portfolio assessment). Steps one through five (setting assessment purpose through setting criteria) encompass the design phase and are done in advance in the planning process. The more time spent planning and designing the portfolio project, the greater the probability of success and longevity of the project. Advance planning also leads to less work maintaining the portfolio during the semester and more time for implementing or carrying out your plan. It also allows more time to focus on students' progress. Step six (monitoring progress) is ongoing throughout the implementation of the portfolio. Step seven (evaluating the process) occurs after the portfolio project.



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Design Steps in Foreign Language Portfolio Assessment

1. Set Assessment Purpose: The first and most important step is setting the assessment purpose. What aspect of language learning will the portfolio be used to assess? Who will use the portfolio? Why are you making the assessment? Determining the purpose provides focus and direction.

2. Identify Instructional Objectives: Identify portfolio objectives or goals for students to work toward in the area specified by the assessment purpose. What exactly do you want students to achieve? Consider the Standards when developing these specific progress indicators.

3. Match Tasks to Objectives: Identify language learning tasks that match the objectives. What can students do to show evidence of their progress toward the objective? Plan language tasks that will allow students to systematically practice and reflect on their learning. The results of these tasks will become artifacts in the assessment portfolios.

4. Set Criteria: Establish criteria by which the individual artifacts and the portfolio will be assessed. How will you determine the degree of student progress toward the goals?

5. Determine Organization: Determine how the portfolio will be managed. Where will the portfolio be stored? How often will artifacts and attestations be submitted? Who will select the artifacts and attestations? Consider the purpose and audience when answering these questions. Remember that it takes more than one artifact or attestation to reliably show progress toward a goal. Language tasks, artifacts, and attestations should be selected in a systematic manner.

6. Monitor Progress: The final step is on-going. Continually monitor the portfolio for validity and reliability. Is the portfolio assessing the specified skill or area consistently? Are you receiving useful information about your students to inform instruction? Make adjustments as necessary.

7. Evaluate the Portfolio Process: After you have completed the portfolio semester or year, reflect on the entire process and evaluate your success with the portfolio. What worked well that you will include next time? What changes will you make for the next time?

Designing Portfolio Assessment: Teacher Planning Worksheet

The following steps are a guideline for developing a portfolio assessment.

1. Set assessment purpose. What aspects of teaching and learning do you want to assess? Why? Who will be involved?

2. Identify instructional outcomes that reflect the assessment purpose. What exactly will you look for?

3. Identify instructional tasks that match the outcomes. Consider current and new tasks and assessment measures.

4. Determine how students will reflect on their work. What self-assessment, goal-setting, and metacognitive tasks will you include?

5. Decide how you will determine criteria for the portfolio assessment. How will you and your students decide what to include in the portfolio? How will you and your students assess individual pieces of work? What types of rubrics and checklists will you use?

6. Determine the organization and logistics. How will you set up, introduce, and maintain the portfolio project? Where will you store the portfolios? What media will students use? How long will students work on the portfolios?

7. Decide if and how parents will participate.

8. Identify other areas of concern regarding portfolios and identify resources for answering those questions.

Planning for Portfolios

WORKSHEETS IN THIS SECTION:
Resources and Needs: Setting Your Purpose
What Would You Recommend?
Establishing the Purpose and Audience for Your Portfolio

Purpose: *What you want to measure and why you want to make that measurement*
Why: *To lay foundation for entire portfolio*
Who: *Teacher Student, department, district*
How: *Look at curriculum, Standards, own instructional focus*
Key: Purpose drives decisions

Planning is a crucial step in implementing assessment portfolios in the classroom. First, purpose and audience are determined. Together, purpose and audience frame the entire portfolio process and provide a road map for you and your students. It is also in the planning phase that criteria are set to ensure that your assessment is both valid and reliable. This section discusses these elements of the portfolio, why they are necessary, and how to determine them.

Planning the purpose

The first step in planning portfolio assessment for your classroom is determining the purpose of the assessment. This means deciding what you want to measure and why you want to make that measurement. The purpose of the portfolio is the foundation on which the entire project rests. The purpose should be specific, but not too narrow.

Some purposes are assessing progress: in using learning strategies, toward the Standards, in oral communication, in listening skills, or in learner responsibility. Some reasons for making an assessment are: for a class grade, to meet school, district, or department requirements, for college admission, or to increase metacognition. You will set your portfolio assessment purpose to help your students reach a learning goal(s) related to the curriculum and your instruction.

As you decide your portfolio purpose, you will need to look at your needs and resources. (See Resources and Needs: Setting Your Purpose, page 19) Both are important and can help you decide what is possible in terms of purpose. Our pilot testing, the portfolio literature, and our own portfolio experiences suggest that you look at experience, related student skills such as organization, time, and schedules as you decide your portfolio purpose. (See What Would You Recommend, page 21)As you continue to plan and implement portfolios, referring back to your purpose can keep you on track.

The portfolio purpose and objectives should be explicitly stated and shared with students when assessment portfolios are first introduced. One teacher suggested that these be listed on a piece of paper and included as part of the portfolio itself to provide students with a constant reminder of their goals in learning. Although the purpose of the portfolio is generally set by the teacher, students can be involved in setting objectives for the portfolio. This can be done by explaining the concept of

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objectives, modeling how to set them, and giving students time to practice this skill. As Barbara discussed in the opening story, this can be difficult at first. However, teachers report that, given appropriate guidance, support, and opportunity for practice, students are able to set objectives successfully. Students can take part in setting objectives for the class and for themselves individually.

Planning the audience

The audience for a portfolio is the person or people who will review it. The audience for a language learning assessment portfolio always includes the student and the teacher. It can also include one or more of the following: peer, parent, school administrator, another teacher, and college admissions counselor.

It is important to determine the audience, in order to ensure that the portfolio will be relevant to and can be assessed by that person or people. The purpose of the portfolio will largely dictate the audience. For example, if the purpose of the portfolio is to assess progress toward the state standard for level three high school Japanese oral proficiency, the audience should be the person who evaluates and reports this progress. This might be the teacher, principal, or state evaluator.

The purpose and audience for the portfolio influence the choice of contents. The contents of the portfolio should reflect student progress toward the portfolio goals in a way that is comprehensible and meaningful to the audience. For example, if the portfolio is to be assessed by a state administrator, standardized contents are required, so that the administrator can reliably evaluate the portfolios. The audience will need to understand not only the contents of the portfolio, but also the way the portfolio is assessed and how that assessment will be used.

Audience: *The people who will assess and communicate about the portfolio.*
Why: *To ensure that the portfolio is reliable and relevant and can be assessed.*
Who: *Depends on purpose; people who are interested in the assessment.*
Key: Purpose dictates audience.

Resources and needs: Setting your purpose

ISSUES	NOTES:
Experience	
• Do you have experience using portfolios?	
• Do your students have experience using portfolios?	
• Are your students familiar with self-assessment?	
Abilities	
• What linguistic abilities will your students have?	
• What are your students' organization abilities?	
Time	
• How much time can you allot for planning portfolios and any changes in instruction and assessment before the semester begins?	
• How much time can you commit for student work on portfolios?	
• How much time can you commit for your own on-going review of portfolios?	
• How much time can you commit for end-of-marking period evaluation?	
Schedule	
• How many students will you have?	
• How long is each class?	
• How often does your class meet?	

Portfolio Scenarios: Planning purpose and audience

Scenario 1
Sophie is a French teacher at AuSable Chasm Middle School in upstate New York. Sophie is participating in a pilot exchange program in which she, a native French speaker from nearby Montreal, offers a language and culture course to interested middle school students. ACMS administrators and faculty designed the program with the primary purpose of exposing students to the language and culture of Quebec. They are realistic and acknowledge that a one-year class will not result in fluent French communication or a full understanding of Quebec, but they do hope that students will enjoy the benefits of exposure to the language and culture. Sophie's purpose in using assessment portfolios derives from the goals of the program: measuring the impact of the course on students in terms of language learning and cultural knowledge. Her audience for the portfolios is the students, herself, and the board and administrators of ACMS.

Scenario 2
Alex teaches Advanced Russian at Almira University in New York City. His purpose in using assessment portfolios in class is to evaluate students' academic writing. The student and the teacher will be the audience for the portfolio. Alex is particularly interested in evaluating students' progress toward mastering Russian grammar.

Scenario 3
Abby is a German teacher in the elementary foreign language program at Frances Barkley Elementary School in a suburb of Cincinnati, Ohio. She and two colleagues in the German program want to use assessment portfolios in their classrooms to evaluate the curriculum in relation to the Standards. The audience for the portfolios is the teachers and the students. School administrators will receive recommendations for revising the curriculum based on the portfolio assessment project, but they will not see the portfolios themselves.

What Would You Recommend?

Directions: Below are four scenarios. Read through each scenario and decide on a purpose and audience for each. There is no one correct answer. You may wish to compare and discuss your answers with a colleague.

1. Mary is a high school Spanish teacher. She has decided to implement portfolio assessment on her own. She emphasizes writing and speaking in her classroom. Her students are at very different levels. Many of them like to use computers and have expressed an interest in "virtual" portfolios. Mary is somewhat apprehensive about the whole process and does not want to overdo on her first time using portfolios. ***What would you recommend for the purpose and audience of the portfolio she is planning?***

Purpose:

Audience:

2. Fabiane is a German instructor at a large university. Most of her students live on campus. She teaches four classes with about 13 students in each class. Two of her classes are first-year German classes in which listening, speaking, reading, writing, and culture are all emphasized. Her other two classes are third-year literature classes in which reading, writing, and culture are emphasized. ***In which class(es) would you recommend that Fabiane first implement portfolios? What would you recommend for the purpose and audience of the portfolio she is planning?***

Class(es):

Purpose:

Audience:

3. Clayton is a high school Spanish teacher. He has an exceptional senior Spanish V class. The students are motivated, good language learners, and hope to continue studying Spanish at college next year. Clayton is trying to guide the students in taking responsibility for their own learning. The main focus of the class is literature. However, Clayton has very little experience teaching literature and is therefore unsure of how effective he will be. He is interested in having the students learn from Spanish speakers in the community. ***What do you recommend he set as his portfolio purpose and audience?***

Purpose:

Audience:

4. Brad teaches seventh and eighth grade French at a school in which teachers work in teams to teach and advise students. His eighth grade students have some experience with proficiency portfolios that they worked on in seventh grade with another teacher. The number of students in the building is growing and there is not enough space for all of the teachers to have portfolios which take up a lot of space in their rooms. The administration is pushing for assessment portfolios. However, the teachers are unsure of the purpose of these portfolios and worried about the time commitment. Due to space restrictions, the administration has recommended that the team teachers implement interdisciplinary portfolios (English, geography, Spanish) during the second half of the school year. ***What would you recommend as the purpose and audience for the portfolios?***

Purpose:

Audience:

Establishing the Purpose and Audience for Your Portfolio

PURPOSE

What do you want to measure? Why do you want to make that measurement?

The purpose for my portfolio is:

AUDIENCE

Who will evaluate the portfolio? Who will need to understand the portfolio's purpose, objectives, rubrics, organization, and contents?

The audience for my portfolio is:

Validity and Reliability

Whether you are adapting an existing portfolio or creating a new one, ensuring that it is appropriate and fair for your students is essential. This section defines assessment terms used in this manual, reviews validity and reliability, and explains how these concepts are tied to instruction and assessment. It also provides guidelines for both creating a portfolio that achieves high validity and reliability and evaluating an existing portfolio for these traits. Because a portfolio is an assessment tool and a collection of assessments, reliability and validity are considered for both the individual pieces and the entire portfolio.

Defining Assessment Terms

Educators in different settings use different terms to describe the same concepts. To ensure clarity of the concepts discussed in this manual, the terms objective, criteria, and rubric are defined below as they will be used throughout the manual.

Objectives	Objectives describe in detail the tasks the learner should be able to perform and knowledge or skills the learner should be able to demonstrate. Objectives are used to plan instruction. For example, student is able to describe orally different types of weather conditions.
Criteria	Criteria describe in detail the tasks the learner should be able to perform and knowledge or skills the learner should be able to demonstrate. Criteria are used to plan assessment. While the words criteria and objectives describe the same concept, they are often used at different times in the design of instruction and assessment. For example, student is able to describe orally different types of weather conditions.
Rubrics	Rubrics combine criteria with a rating scale to describe the task, knowledge, or skill the learner should be able to demonstrate and the degree to which s/he can demonstrate mastery or progress. For example, student is able to *clearly, somewhat clearly, with limited clarity,* describe orally *four, three, two, one* different types of weather conditions.

Content validity

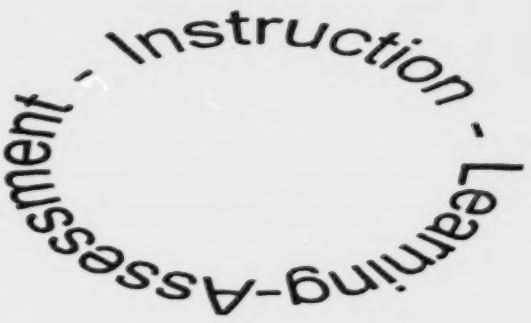
Both the audience and the purpose of the portfolio play a major role in determining content validity. For an instrument to have high content validity, it should be developed for a specific class working toward a certain purpose and specific objectives. When designing a portfolio project, you will want to analyze it for its appropriateness for your students.

Validity: the appropriateness of an assessment tool for a specific student or group of students.

- ***Content validity:*** *the connection between course objectives and assessment criteria*
- ***Systemic validity:*** *the effects of results on teaching and learning*
- ***Face validity:*** *the perceived value of the instrument.*

To evaluate or establish content validity ask yourself these two questions: Does the portfolio match the instructional purpose and objectives of the course? Is the portfolio (or the individual piece) assessing what I set out to assess? If you set the purpose of the portfolio in line with course objectives, match the contents of the portfolio to the purpose, and establish clear criteria in relation to the original objectives, your portfolio will have content validity. In general, portfolios have high content validity because they integrate instruction and assessment as the work that students produce in the classroom becomes artifacts and attestations in the portfolio.

Systemic validity



The link between assessment and instruction is also important to systemic validity. As the name suggests, systemic validity refers to the cycle of evaluation and instruction. A systemically valid assessment is one that causes a change in the instruction or curriculum that fosters the development of the cognitive skills that the assessment is designed to measure (Cohen, 1994). When you evaluate the portfolio (or an individual piece), you should be able to determine the effectiveness of classroom activities on student learning and use the results to influence future instructional planning. For example, a portfolio is systemically valid if the use of the portfolio alters the instruction so that it focuses on the skills that are being evaluated by the portfolio assessment.

You can check systemic validity after the portfolio project is complete by asking: What are the results that I received from the process? What do the results tell me about the students' ability to meet the course objectives? How have I altered my instruction? How should I continue to change it? Getting answers will be easy, as most classroom activities tell us something about our instruction. The difficulty will be in determining why the instruction was or was not effective, and how to use the information to reformulate instruction.

Face validity

The way that students view the portfolio effects its validity. This type of validity, called face validity, refers to the perception of the instrument by those it impacts. Learners need to be prepared to work with portfolios so that they have a clear understanding of the portfolio as an evaluation tool.

While some of your students may be familiar with portfolio assessment, others will need to be introduced to the practice; in either case, students will need to be familiarized with the way in which they and you will be using portfolios in this particular classroom. As described in the introductory story, Barbara spent a few days at the beginning of the school year discussing class expectations and setting up the process for portfolios. Portfolios increase the role of student responsibilities, and for some students, this may be a new approach to learning. Students may need to adapt and revise their expectations of the class and their role in the learning and assessment process.

Introducing students to portfolios can take some time; however, if students do not understand how the portfolio measures their performance, the portfolio becomes less trustworthy as an assessment instrument. Introduction to the portfolio can include an overview of the process, its reasons and purposes, the audience, learner responsibilities and benefits, and the way in which the portfolio will be assessed. Portfolios by nature need the active participation of learners who believe that their additional responsibilities in their learning are beneficial to them. As you progress with the project, ask yourself if your students seem to understand what is expected of them and whether they view the portfolio as a credible assessment tool.

Reliability

Reliability refers to the consistency and accuracy of the assessment tool to measure students' performance. Portfolios are only effective if you establish a fair and consistent way of scoring, recording, and grading them. The key to developing a reliable portfolio is to establish clear and detailed criteria. Criteria are statements of exactly what skill or knowledge the specified learner or group of learners is to master, what constitutes mastery, and how progress toward mastery is measured. Criteria provide the framework for planning instruction and evaluation. In education, when criteria are used to frame instruction, they are called *objectives, goals,* or *learning outcomes*. Criteria used to assess the impact of the instruction are referred to as *evaluation measures, tests, instruments,* and *rubrics*.

Reliability: *The likelihood that an assessment is accurate and consistent.*

Keys:

- *Setting clear, detailed criteria for the learner to use to create a work and for the specified audience to use to assess the work.*
- *Making sure raters understand and apply the criteria in the same way.*

Criteria for both the portfolio and the contents of the portfolio should be established before students undertake their assignments. Doing this ensures that students understand what is expected and that you are actually assessing what you intended to assess. If

possible, students should help determine the criteria. This will further ensure clarity, and it will also invest them in the work.

Reliability can also be strengthened through triangulation, a process of demonstrating proficiency in a specific skill by gathering data from three or more sources. This strengthens the accuracy of the scores by providing a more complete picture of students' abilities. Portfolios are successful in this area because they are designed to include evidence of learning progress from a variety of sources, including the student herself, the teacher, peers, and parents.

Portfolios need to be reliable in terms of criteria; however, they also need to have rater reliability. Rater reliability refers to the consistency of scores over time or between raters. You achieve rater reliability with portfolio assessment in two ways. First, you can increase rater reliability by training raters to use the criteria and rating scales in the same way. In portfolio assessment, students participate as raters in peer-assessment and self-assessment; therefore, students should also be trained to use the criteria in the specified way. Similarly, if a teacher who was not involved with setting the criteria is going to evaluate the students' work, she needs to be familiarized with the criteria and how to apply them in evaluation. This is especially important if you plan to rely on other teachers to evaluate your students' portfolios. You can also strengthen rater reliability by involving teacher and student raters in setting the criteria. This allows them to understand and be familiar with the criteria and clear about how to apply the criteria to help evaluate the portfolio and its contents.

Reliability and validity are part of both planning and evaluation. You can set the groundwork for reliability and validity at the inception of the portfolio period and monitor progress along the way as pieces are gathered and added. At the end of the marking period, evaluate the portfolio contents in relation to your original purpose.

> ***Teacher reflection*:*** *The first time I used portfolios to determine the grades of my students I relied on my judgment of the students' work. I looked to see if the individual student had made progress in the areas being assessed and on that perception, I made my grading decision. After consulting with my foreign language supervisor, I realized that my grading was not systematic, nor was it fair or accurate. As a result of our conference, I reevaluated my grading system, established benchmark portfolios that represented the various levels of ability, and most importantly, I created a scale for grading that I shared with my students at the beginning of the marking period. These changes increased the reliability of my students' assessment portfolios, and their grades more accurately reflected their abilities.*

**The teacher reflections shared throughout the manual come from a variety of practicing teachers at secondary and post-secondary level.*

Portfolio Contents

WORKSHEETS IN THIS SECTION:
Portfolio Contents Analysis Form
Portfolio Table of Contents
Planning Worksheet for Specifying Portfolio Contents
Practice Unit: Portfolio Organization Worksheet
Student's Annotation for Artifacts
Teacher's Foreign Language Standards Checklist
Student's Foreign Language Standards Checklist

Once you have determined the goals for your portfolio, you can begin to consider ways in which students can provide evidence of learning; that is, decide what types of student work will be included. To do this, the first step is evaluating available resources and assessing your current classwork. The second step is setting guidelines so that the portfolio contents match objectives and give students the opportunity to demonstrate their progress. (See Planning Worksheet for Specifying Portfolio Contents, page 36)

Inventory of available resources

The first step in planning contents is evaluating your current resources. You will want to identify materials and resources that are available for creating the portfolio and its contents. Consider what materials you have in your classroom and what departmental materials are available. Consult with other teachers who might have ideas, spare materials, or a desire to collaborate. You might also want to ask students for their suggestions.

In addition to identifying materials for creating the contents, you will need to create two containers for each student: one to hold possible works to be included in the portfolio, and the other, the actual portfolio, which will hold and organize the selected pieces. The type of portfolio and pre-portfolio containers will depend on the student work to be collected; therefore, decisions about containers and contents are best made in tandem.

To use portfolio assessment in your classroom, you will need materials for each student to make:

- ***the portfolio contents***
- ***a container to hold all class work before anything is selected for the portfolio***
- ***the portfolio container in which the portfolio works will be placed***

Where you store students' portfolios is another consideration in determining the contents of the portfolio. You will want to account for the increasing space the portfolios will occupy. Start by identifying an available area in your classroom such as a spare closet, shelf, or filing cabinet. Be

creative and enlist the help of your students. To reduce the chances of loss or damage to the portfolios, keep them in the classroom and limit their removal to special events, such as parent conferences. Some school districts are exploring storing portfolios on CD-ROMs, which overcomes challenges posed by limited space, but requires technological equipment and training.

> ***Teacher reflection:*** *When I began planning for portfolio assessment, I found my first challenge to be deciding on the portfolio container. I knew I wanted students to be able to include many types of artifacts ranging from papers to videos. I thought it would be ideal to have big 3-ring notebooks with folder flaps and colorful dividers that could hold an assortment of items. At the time, I was the only teacher in my department implementing portfolios and that year the department was not able to provide help in regards to supplying a container. I did not feel I could ask students to buy the container given the socio-economic situation of many of my students. The bottom line was that I had to buy the containers, and this really affected the type of container I could get for thirty students. I settled on pocket folders, which may not have been my ideal scenario, but I made it work in the long run. It definitely affected what students could include in their portfolio. Luckily, since this time, my department has become more active in portfolios and we have graduated to the 3-ring binders, but I would suggest that all teachers think about this before starting the portfolio process.*

Inventory of current activities

The second step in planning how students will provide evidence is assessing current activities. As you plan for portfolio assessment, evaluate the classwork that your students are currently engaged in for items that meet your portfolio goals. Story retellings, oral presentations, and group projects are examples of evidence of learning. Incorporating these activities into the students' portfolios strengthens the validity of the portfolio as an assessment tool because it so closely links instruction and assessment. However, if you alter your assessment approach to include portfolios, instruction should be altered to match it. Portfolios are authentic assessments because they document learning by focusing on product and process. If you have not been using assessments that reflect and document process, such as student self-assessments and writing drafts, this is a good opportunity to incorporate such assessments into your program.

Incorporating technology into portfolio assessment

Many teachers have successfully incorporated computer work into students' portfolios. If your students use the computer now, or if they can, then you may want to consider including computer work in their portfolios. Computers and access to the Internet allow students to reach beyond the traditional classroom to build portfolios. First, by using computers as an option to writing portfolios, students can develop electronic portfolios. They can generate, revise, and store completed essays and journal entries on disks that will later be selected and included in their portfolios. The portfolios can stay in an electronic format, or the essays can be printed and organized into more traditional writing portfolios. This alternative offers students the opportunity to build computer skills and eases storage concerns. Second, computers and Internet access increase the authenticity of classroom learning by offering multiple ways for students to explore beyond the classroom. Classwork that includes such

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things as keypal projects, Internet searches for research or locating and reading foreign language newspapers can be included in the portfolio. Decisions about if and how to use the computer will influence what is created and included in the portfolio.

Matching contents to goals

The goals that you have established for the portfolio will be the most important guide to planning portfolio contents. Your students' portfolios may have one goal or several. If the portfolio has one goal, the students will select and submit works to meet that goal. If the portfolio has three goals, the organization of the portfolio will be such that students will select and submit works to meet the three distinct goals. In either case, the works submitted should provide evidence of students' progress toward the goals and reflect both student production and process. To ensure that you are linking instruction and assessment, create multiple ways for students to show evidence of progress toward the learning goals by providing opportunities in class and through homework for students to plan, practice, and reflect on learning. Then, have students select from these pieces to create their portfolios. The specific works that students choose to include can vary; however, each piece should clearly show progress toward meeting a portfolio goal. (See sample unit portfolio organization, page 42 and portfolio contents analysis form, page 33.)

To increase the reliability of the portfolio as an assessment tool, the evidence should be multidimensional, that is, it should be drawn from various sources, such as teacher, parent, peer, and student. Reliability is also increased when students create products for the portfolio using a pre-established set of criteria; for example, when students present an oral speech using the criteria as guidelines for preparation. In a case such as this, the results of assessment are more accurate and fair.

Artifacts

Student works included in portfolios are often called artifacts. This name emphasizes their role as evidence of learning; however, terms such as work and creation are also used. Artifacts, which include student products, self-assessments, and student goals, should be chosen and organized to demonstrate progress toward portfolio goals. Student products document what the student has learned. Student self-assessments and goals demonstrate how the student is learning and how progress is being made.

Many of the artifacts can be both student products and self-assessments. For example, journal entries can be used as a product which demonstrates writing skills and/or a self-assessment tool in which students reflect on their writing. The purpose of the journal and the goals of the portfolio determine how the entries are included in the portfolio.

You can think of types of evidence in two basic categories:

- ***Artifacts:** student products, self-assessments, and student goals*
- ***Attestations:** peer, parent, or teacher contributions*

Including both artifacts and attestations as evidence provides multiple perspectives on students' learning.

Possible artifacts

compositions and drafts, journal entries, reading responses, letters to penpals, standardized tests and quizzes, skits and plays on video cassette, songs on audio cassette, speeches and presentations on audio/video cassette, goal-setting worksheets, self-assessment records, reading logs, pictures and drawings, souvenirs of class trips, photographs of large works, oral proficiency interview on audio/visual cassette, class worksheets, and learner reflections.

Attestations

Attestations, like artifacts, are evidence of a student's progress. However, attestations are from sources other than the student. Attestations come from teachers, peers, parents, or other adults and include records from a parent-teacher conference, teacher observation notes, and peer-assessment forms. Including multiple perspectives on students' learning strengthens the reliability of the portfolio. For example, having the teacher, parent, and/or a peer, as well as the student assess his work strengthens the accuracy of the assessment, making it more valid to the student, parent, and teacher. Incorporating parents and other adults in the portfolio process also extends the learning arena to include students' homes and communities.

Possible attestations

parent letters and reactions, teachers' classroom observation notes, peer-assessment forms, annotated videotapes of classroom interaction, notes from parent-teacher conferences.

Artifact and Attestation Media

Artifacts and attestations can be produced using a variety of media ranging from paper and pencil to CD-ROM. The media that you and your students choose depends upon the purpose and goals of the portfolio--what types of evidence are possible give the portfolio goals; upon the resources available to your class--do you have access to a computer lab or an art room, do you have the expertise in these areas or access to staff with the expertise; and upon time available for these projects.

Possible Artifact and Attestation Media

paper/cardboard, audio/video cassette, photographs, computer disk, CD-ROM, web pages

Organizing portfolio contents

The Portfolio Content Analysis Form on page 33 and The Portfolio Table of Contents on page 34 illustrate possible ways of organizing contents. The forms can be filled out either at the beginning of the assessment period or as the portfolio is created. When the forms are filled out depends on the amount of flexibility in instruction and student input. Both forms show multiple evidences of progress toward the learning goals, which is necessary to attain reliability. Also each artifact and attestation is dated to show progress over time.

Portfolio Content Analysis Form

(Adapted from Valdez Pierce and O'Malley, 1992, NCBE)

Portfolio Purpose: Student demonstrates growth in oral communication on a variety of topics.

Portfolio Goals	Contents Illustrating Student Progress	Date
Student communicates orally to express personal preferences and exchange information.	Audiotape of a biographical interview.	10/1/98
	Self-assessment of a dialogue on food preferences.	11/3/98
	Teacher observation checklist on small group practice/discussion of a fairy tale.	12/10/98
Student presents ideas orally to classmates on a variety of topics.	Self-assessment of a biographical monologue.	10/8/98
	Peer-assessment of a presentation on a traditional New Year's meal in the target country.	11/14/98
	Video tape of poster board fairy tale retelling.	12/11/98
Student demonstrates progress in using appropriate question intonation.	Audiotape of a biographical interview.	10/1/98
	Self-assessment of a dialogue on food preferences.	11/3/98

Portfolio Table of Contents

Purpose: Assessing student progress in interactive and presentational speaking. **Student Name:** **Teacher's Name:**		
Mandatory Contents: Artifacts	Fall Semester	Spring Semester
1. Reflection statement on self as a language learner		
2. One oral sample of an interactive speaking task (video or audio) with annotation		
3. One oral sample of a presentational speaking task (video or audio) with annotation		
4. Two self-assessments on oral speaking tasks		
5. Taped reading aloud (focus on pronunciation) with annotation		
Mandatory Contents: Attestations		
6. Teacher pronunciation assessment checklist		
7. Teacher observation checklist of an interactive or presentational speaking task		
8. Two peer-assessments of interactive/presentational speaking tasks		
Optional Contents: Artifacts		
1. An additional interactive or presentational speaking task		
2. Taped reading aloud (focus on pronunciation)		
Other:		
Optional Contents: Attestations		
3. Parent reaction to video or audio sample		
Other:		

Guidelines for selecting contents

1. Each student should have a folder or other container in the classroom where work that might be placed in the portfolio is kept. All items should be dated and have a brief note about the context in which the work was done. (Small stick-on notes can be helpful in this process). Dating each artifact is essential to tracking progress over time. Putting the work in context will facilitate later annotations to pieces included in the portfolio.

2. Before students begin to include pieces, they should organize their portfolio into sections representing each goal. In a writing portfolio, for example, they can do this by using headings, dividers, and labels.

3. Formulate a set of guidelines for choosing portfolio pieces. In general, keep in mind that the work should demonstrate progress toward one of the portfolio goals, the student should be proud of the work and want to include it, and the work should be relevant to the student's life. It is important to note that portfolios assess students' learning progress. Significant learning occurs for students on the way to mastering a skill. This progress can be documented by including work that show evidence of the steps toward the goal. Both drafts and critical reflections, for example, are effective. What this means for selecting pieces is that the work only needs to meet the guidelines for inclusion; it does not need to show mastery, only that progress has been made toward a goal.

4. Approximately every two weeks or at the end of a unit, ask students to select one or two pieces of evidence to include in their portfolios. The first pieces will become baselines to measure students' progress. Some pieces can meet more than one goal. The students, with guidance from the teacher, decide which goal the work shows progress toward and how that is evidenced by completing a student annotation form explaining the work's relevance to the goal. (Student's Annotation for Artifacts, page 45 and Student's Foreign Language Standards Checklist, page 47) This component of portfolio assessment emphasizes the students' role in guiding and evaluating their own learning progress.

5. As they build their portfolios, students will want to include a combination of entries selected from artifacts and attestations they have collected to strengthen the reliability of the assessment. The criteria for specific entries and general goal statements are required pieces. (See Sample Unit: Portfolio Organization, page 42)

6. If you are using portfolios for the first time, you may want to limit the number of works to be contributed or the entire scope of the portfolio.

Planning Worksheet for Specifying Portfolio Contents

Step 1: **Identify the goals of your portfolio and brainstorm possible corresponding tasks in your curriculum.**

Portfolio Purpose: _____

Portfolio Audience: _____

Goal*	**Goal 1:**	**Goal 2:**
Tasks: List tasks in your curriculum that could reflect outcomes for each goal.		

**Use another sheet of paper for additional goals.*

Step 2: **Take an inventory of available material resources. Think about who will supply these resources**

A. Materials available for portfolio contents:

____ paper	____ poster board	____ construction paper
____ photographs	____ VCR/video tapes	____ audio cassettes
____ E-mail access	____ computer diskettes	____ Internet access
____ scanner	____ camera	____ copier machine

Other ideas:

B. Materials available for containers:

____ Pocket folder	____ Manila Envelopes	____ Binders
____ Boxes	____ Crates	____ Diskettes
____ Video tape	____ Audio cassettes	____ Poster board

Other ideas:

C. Possible storage spaces for portfolios:

____ In the classroom (Is privacy an issue?)

____ Shelf	____ Desk	____ Drawer	____ Floor
____ Closet	____ Office	____ Window sill	

Other ideas (in your car, home, etc.):

D. If you decide to work with technology, what technical support do you have?

Reminder: ***Do you have the resources available to implement your portfolio, given your purpose and objectives?***

Step 3: **Decide on specific content options and organization**

A. _____ Artifacts
- _____ student products
- _____ annotations
- _____ goal statements
- _____ self assessments
- _____ other:

B. _____ Attestations
- _____ teacher assessments
- _____ peer assessments
- _____ parent contributions
- _____ other:

C. Will the portfolios have a table of contents? _____ Yes ____No

If yes, who will write the table of contents?
- _____ Teacher
- _____ Student
- _____ Teacher and Student

D. Draft a version of the table of contents below.

Which contents will be mandatory?

Which contents will be optional?

E. How will the portfolio be organized?

_____ chronologically _____ thematically _____ by skill
_____ other:

F. Will you include an emphasis on the Foreign Language Standards? If so, how?
- _____ Teacher's Foreign Language Standards Checklist (or adaptation)
- _____ Student's Foreign Language Standards Checklist (or adaptation)
- _____ other:

Step 4: Plan implementation of portfolio in classroom

A. How often will you visit the portfolios?

_____ Weekly
_____ Biweekly
_____ Monthly
_____ Other:

B. Can you establish specific dates and write them into your instructional sequence?
____ Yes ____ No

If yes, mark the dates the class will work on the portfolios in your syllabus or your academic calender. If no, how do you plan to integrate portfolios?

These are the questions/concerns I still have about portfolio contents:

Integrating Portfolio Assessment and Instruction

Integrating portfolio assessment and instruction requires planning goals and objectives, contents, organization, and a host of other decisions. This section addresses those decisions in a comprehensive manner. It also highlights the many ways that portfolio assessment can be linked to previously existing curricula, lessons, and activities. A sample unit and a practice unit are included. Student and teacher annotation worksheets for the artifacts are also included; these connect the task, artifact, and curriculum into a coherent assessment portfolio.

Sample unit

In this sample unit, students select only artifacts and attestations that show progress toward portfolio goals, though they create artifacts which show progress toward unit-specific goals. The following description of a unit includes means by which it can become part of portfolio assessment, possible artifacts and attestations, and a list of National Standards addressed.

Theme:	Exploring Culture Through Fairy Tales	**Language:**	Any
Level:	High Beginning-Intermediate		

Unit objectives:

The students should be able to do the following in oral and written form:

1. identify the main characters, including physical description and role
2. identify and sequence the main events
3. use key vocabulary words accurately
4. identify set fairy tale phrases such as the equivalents of "once upon a time"

Students will meet the objectives through listening to, speaking, reading, and writing about the fairy tale. They will be exposed to and produce associated artistic creations, such as music and pictures.

Portfolio objectives:

1. Students communicate orally to express personal preferences and exchange information.
2. Students present ideas orally to their classmates on a variety of topics.

Sample unit narrative

Students enter the class as music from the fairy tale is played. Illustrated copies of the fairy tale are displayed for students to look through. The teacher explains the unit theme, objectives, and activities and then reads the fairy tale. The reading can be either preceded or followed by a vocabulary exercise which includes character roles, main verbs, key objects, and places. If this is done prior to reading, it can be done as a predicting exercise based on pictures, title, and background knowledge of fairy tales. Next, students re-read the fairy tale in pairs. Then, students and teacher work together to re-tell the fairy tale, focusing on characters and plot. This information is written on a large piece of paper and displayed. Students then work in teams of 3-4 to present the information pictorially. Students present their poster boards to the class, re-telling the story. Each group is evaluated by itself, peers, and the teacher, using set criteria and the following scale: *accurate, somewhat accurate, and not accurate at all* on each description, setting, and event. Students re-tell the story in writing. Students

work together to peer edit their work according to pre-determined criteria for the work which are: *accurate use of key vocabulary words, correct sequencing, and accurate descriptions of place and people.* Peer editing and re-writing continues until the work is deemed acceptable by writer, peer, and teacher. Possible extension activities are: having students write a modern-day version of the fairy tale, watch a movie, play, or musical of the fairy tale, or write and perform a skit based on the fairy tale.

Possible artifacts and attestations for the oral portfolio:

videotape of poster board presentation or retelling, videotape of skit, self-evaluation for oral language activities, Student's Foreign Language Standards Checklist (page 47), teacher observation checklist on small group practice/discussion, Cooperative Group Work (page 44), peer and teacher assessment of poster board presentation, parent response to videotaped presentation, Teacher's Foreign Language Standards Checklist (page 46)

Possible artifacts and attestations that could be included in other portfolios are: learning strategies worksheet based on prediction exercise, re-written fairy tale, photograph of poster board, modern-day fairy tale, review of movie, play or musical, written script for skit, Student's Annotation for Artifacts (page 45), parent reaction to written story, peer evaluation of written re-telling of fairy tale.

National Standards addressed:

1.1 Demonstrate Interpersonal Communication: Students discuss meaning of the fairy tales in small groups and as a class.

1.2 Demonstrate Interpretive Communication: Students read and listen to fairy tale.

1.3 Demonstrate Presentational Communication: Students present poster board pictorial representation of story.

2.2 Demonstrate Familiarity with Cultural Products: Students become familiar with fairy tales in the target culture.

3.1 Make Connections with Other Disciplines: Students learn about the literature of the target culture through the fairy tale.

3.2 Acquire New Information: Students learn about viewpoints distinctive to the target culture.

4.1 Make Comparisons Between Languages: Students compare phrases with ones used in their native language (e.g., "once upon a time").

5.2 Become a Lifelong Learner: Students learn the strategy of using their background knowledge to make predictions and inferences. Students learn critical thinking skills necessary for analyzing written literary works.

A checklist can be useful in helping to expand lessons so that they are more responsive to the Standards and to ensure that students are acquiring a variety of skills. (See Teacher's Foreign Language Standards Checklist, page 46.)

Sample Unit: Portfolio Organization

Unit Theme: Exploring Culture Through Fairy Tales
Portfolio Purpose: Assessing communicative oral language abilities

Student	Goal 1: Students communicate orally to express personal preferences and exchange information	Goal 2: Students present ideas orally to their classmates on a variety of topics.
Anne's portfolio entries		• Video tape of poster board fairy tale retelling • Self-assessment of oral retelling
Paul's portfolio entries	• Teacher observation checklist on small group practice/discussion of fairy tale • Group work self-assessment form	
Fran's portfolio entries		• Poster board retelling practice audio tape • Video tape of poster board fairy tale retelling

The portfolio entries, based on the fairy tale unit, illustrate how different students choose to document their learning toward the goals in a variety of ways. The students show why they chose the evidence and how it shows progress by filling out student annotation forms. (See Student's Annotation for Artifacts, page 45 and Student's Foreign Language Standards Checklist, page 47.)

Practice Unit

This unit on the weather is closely related in format to the preceding sample unit. It is included for teachers to practice integrating curriculum, language learning activities, and portfolio assessment. Read the unit and select and organize contents using the practice unit portfolio organization worksheet on page 44.

Theme:	Changing weather	**Language:**	Any
Level:	Beginning		

Unit Objectives:

1. Recognize and use weather vocabulary
2. Initiate and participate in a conversation about the weather
3. Describe orally and in writing different types of weather conditions

Oral Language Portfolio Objectives:

1. Express personal preferences and exchange information with their classmates.
2. Present ideas orally to their classmates on a variety of topics.

Unit Overview of Procedures:

Lesson 1: Students activate background knowledge about weather conditions by viewing a video about weather in the target language and taking notes. Teacher explains objectives of the unit and introduces key vocabulary. Students practice vocabulary by acting out weather conditions.

Lesson 2: Teacher introduces a dialogue about weather using new vocabulary. Students work in pairs to read and practice the dialogue. Students develop their own dialogue. Teacher uses check list to monitor pair practice.

Lesson 3: Students present dialogues in small groups. Students are assessed with peer and teacher rubrics based on unit objectives.

Lesson 4: Students read weather reports in the newspaper and watch a video of a news weather show. Students analyze and practice new grammar structure or vocabulary.

Lesson 5: Students develop their own written or oral weather report using the learned vocabulary and grammar structures.

Lesson 6: Students present their reports to the class in small groups. Students are assessed by teacher and peers using a rubric based on unit objectives.

Practice Unit: Portfolio Organization Worksheet

To practice relating tasks to goals, complete the worksheet below by filling in artifacts and attestations that could result from the tasks in the practice unit lessons. Be sure that the entry shows progress toward the goal under which it is placed. (When students are creating portfolios, they can use adaptations of this worksheet. They will also show why they chose the evidence and how it shows progress by filling out a student annotation form. (See Student's Annotation for Artifacts, page 45 and Student's Foreign Language Standard's Checklist, page 47.)

Unit Theme: Changes in the weather
Portfolio Purpose: Assessing communicative oral language abilities

Student Name	**Goal 1**: Students communicate orally to express personal preferences and exchange information	**Goal 2**: Students present ideas orally to their classmates on a variety of topics.
Sean's portfolio entries		
Lynn's portfolio entries		
Maria's portfolio entries		

Student's Annotation for Artifacts

Name: _____

Date(s) Completed: _____

Today's Date: _____

1. Please write about the context (unit, lesson) in which you did this work.

_____

_____

2. What did you learn from doing this work?

_____

_____

3. Why did you include this piece?

_____

_____

4. What objective(s) were you working toward when you did this work? Did you meet the objective(s)?

_____

_____

. What learning strategies did you use when you were doing this work? Did they help you?

_____

_____

Teacher's Foreign Language Standards Checklist

Description of Activity (ies):

_____

_____

_____

_____

_____

Put a check mark by the Standards addressed:

I. Communication: Communicate in Languages Other Than English
- _____ 1.1 Demonstrate interpersonal communication
- _____ 1.2 Demonstrate interpretive communication
- _____ 1.3 Demonstrate presentational communication

II. Cultures: Gain Knowledge and Understanding of Other Cultures
- _____ 2.1 Gain awareness of cultural practices
- _____ 2.2 Become familiar with cultural products

III. Connections: Connect with Other Disciplines and Acquire Information
- _____ 3.1 Make connections with other disciplines/subjects
- _____ 3.2 Acquire new information

IV. Comparisons: Develop Insight into the Nature of Language and Culture
- _____ 4.1 Make comparisons between languages
- _____ 4.2 Make comparisons between cultures

V. Communities: Participate in Multilingual Communities at Home and Around the World
- _____ 5.1 Use language in community and school
- _____ 5.2 Become a life-long learner

Progress Indicators (Statements of what students can do as a result of this activity):

_____

_____

_____

Student's Foreign Language Standards Checklist

Name:_____ Date: _____

This checklist is for this work: _____

I am putting a check mark next to all of the things that are true about how I did this work.

I. By doing this work, I learned something about:

_____ a person/people in_____

_____ the history of _____

_____ the language that I am studying

_____ the English language

_____ _____ (place name) that is the same as where I live

_____ life in _____ (place name) that is the same as in my life

_____ Other:_____

II. I used the language I am studying to:

_____ talk with my teacher

_____ talk with my classmate(s)

_____ read_____

_____ listen to_____

_____ give a presentation about _____

_____ write_____

_____ communicate with someone by:

- _____ e-mail
- _____ letter
- _____ telephone

_____ Other:_____

III. I used the language I am studying:

_____ in school, outside my classroom _____ in my home _____ in my community

IV. I gave or got some information on:

_____ my opinion _____ someone else's opinion

_____ my feelings _____ someone else's feelings

V. Before I did this activity I had never done this:

_____

VI. Before I did this activity I had never known this:

_____

VII. Doing this work relates to something I learned or am learning:

_____ in another class _____ at home _____ somewhere else

VIII. If you put a check mark by one of the phrases for Question VII, please explain:

_____

_____

_____

Creating Rubrics

WORKSHEETS IN THIS SECTION:

Setting Reasonable Goals
Setting Personal Language Goals
Goal-setting and Self-Assessment
Teacher's Individual Student Assessment Form
Presentational Speaking: Self- and Peer-Assessment
Interactive Speaking Interview of Classmate: Self-Assessment
Role Play: Peer-Assessment
Story Retelling Checklist: Self-Assessment
Writing Rubric: Self-Assessment
Writing Rubric: Peer-Assessment
Writing Assignment Guidelines and Assessment
Listening to a News Story: Self-Assessment
Classwork in My Foreign Language Class: Self-Assessment
Auto-evaluación del trabajo en clase/Participación en clase
Travail en classe dans mon cours de langue: Auto-évaluation
Cooperative Group Work: Self-Assessment
Questionnaire: Rating Your Language Learning Capability for French: Listening
Questionnaire: Rating Your Language Learning Capability for French: Speaking
Sample Learning Strategies Questionnaire for Reading: Russian
Sample Learning Strategies Questionnaire for Speaking: Russian
Student Learning Log
Learning Strategies Think-Aloud Record
Teaching Learning Strategies: A Checklist for Teachers

Preceding sections discussed the role of criteria in planning for valid and reliable portfolio assessment. This section discusses creating rubrics; combining criteria with rating scales to assess individual pieces of work in the portfolio and the portfolio as a whole.

Setting Criteria

This manual is based on the assumption that instruction and assessment are a continual cycle. Learners must be assessed on what they have learned. The portfolio model in this manual is based on the premise that assessment is the first thing to consider when planning instruction. This means that you carefully consider the cycle of instruction and assessment and that you continually check your

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instruction against your objectives and your assessment against the objectives or criteria. You may find that you are unable to reach all your instructional objectives. With classroom portfolio assessment, you have the flexibility of deciding to modify your objectives and your assessment.

To illustrate this cycle, consider the work of a diving coach and diver. Each dive is judged on very specific criteria by the judges in a competition. If a coach wants to prepare a diver for competition, the coach will need to know which dive the diver can and/or must use and the criteria on which each dive will be judged. The coach will tell the diver the criteria and provide instruction to help the diver make progress toward the objectives for each dive. At some point, the diver will compete, performing dives that are judged on exactly those criteria which were learned. It would not make much sense for the diver to go into competition not knowing what was expected or what was needed to get a 10. It also would not make much sense if the coach had taught the diver to do a back flip when a front flip was going to be judged.

The same thing is illustrated in gymnastics, figure skating, and other types of competition. The objectives become the criteria for assessing. In the same way, we need to share the objectives/criteria of our teaching with our language students and let them know that the objectives are also the assessment criteria. We also need to think of our objectives/criteria as we begin planning for instruction and as we design assessment.

Criteria answer the questions:
•What should the learner be able to do?
•Toward what should instruction be directed?

Establishing Rating Scales

When you have established your criteria you need a way to measure whether and to what extent students have reached the objectives. In other words, you need to define quality or quantity. To do this we use rating scales. There are different types of scales, for example, checklists, number ratings, descriptive words, analytic, and holistic. You need to choose a scale that reflects your purpose and works with your criteria. For instance, if you want to identify whether students engage in a specific behavior or use a certain grammatical structure you may decide to use a checklist or a yes/no scale. If you want to differentiate performances you may decide to use a number scale of *1-3* or *1-5*, being sure to describe what each number represents. Descriptive words are useful for identifying the frequency with which students do something, for example, *usually, rarely,* or *sometimes* and to qualify a type of behavior as *excellent, average,*

Rating scales work with criteria to answer the question:

- *How much progress is shown toward the objective?*

---

or *poor*. In each case, of course, you will need to determine what constitutes each rating. For example, you would need to make it clear what determines a rating of *usually* or *poor*.

Numerical and descriptive adjectives are often perceived differently by students, parents, and teachers. Numerical data allow us to deal with the data quantitatively; this means the information can be easily manipulated for statistical purposes. However, we have to be careful of what the data tell us. For instance, it may be clear that a *4* is better than a *2* but it may not be literally twice as good. One can also not assume that a *3* on one scale is of equal value to a *3* on another scale.

How many scale points should there be? It is usually easier for raters to agree when there are fewer points because it is easier to agree that something is *excellent, good, fair,* or *poor* than to agree whether it is *excellent, very good, good, fair, poor, marginal,* or *unacceptable*. On the other hand, fewer points may fail to capture differences in levels of student work and progress over time. You will find rubrics with different rating scales throughout this section.

On pages 52-53 you will find sample rubrics for measuring student use of learning strategies. While the questions are all about one general topic, learning strategies, you will see the way of eliciting the information is different, which means that slightly different information is gathered. Having different questions and scales is a way to triangulate information, that is, gather similar data from different perspectives to gain deeper understanding.

Everyone who uses the rubrics needs to understand the criteria and the rating scale. It is important to make sure that scales help the audience/assessor understand the meaning of the performance so that use of results is fair. Benchmark examples of students' work corresponding to each level on the scale help to define the meaning of scores. Such benchmark examples can be very useful for your students as well, before they begin work.

> ***Teacher reflection:*** *Last year I asked my German students to help set criteria for their oral presentations. I wanted to involve students in the entire presentation process to make it more meaningful for them. After I introduced the presentation unit, I had them write lists in their journals for homework:* How to Give a Good Speech *or* How to Give a Bad Speech. *In the class they worked in groups to draw up list of the criteria by which to evaluate a speech. We discussed the criteria, deciding which were valid. For example, we took off "interesting" because we decided that couldn't be measured. I also added a couple of things that I thought were important. We used an "acceptable" and "unacceptable" rating. We used the checklists for teacher, peer-, and self-evaluation. I thought that having them write the evaluation criteria gave them much more of a stake in the whole process and improved the entire experience- for them and me. I think the point is that the students needed to know for themselves what to do and how they did, not just have me tell them.*

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Sample Rubrics for Learning Strategies

Different instruments gather different types of information. The following instruments are designed to collect data on students' strategies use. What types of assessment information can you collect?

SAMPLE INSTRUMENT # 1: CLOSED QUESTIONNAIRE: MULTIPLE CHOICE

Student Directions: Indicate how often you do the following when reading in a foreign language:

1. Before you read, do you think about what the text will be about?

Almost Never *Rarely* *Sometimes* *Usually* *Almost Always*

2. While you read, do you imagine pictures in your head or imagine you are part of the story?

Almost Never *Rarely* *Sometimes* *Usually* *Almost Always*

3. When you read a word you don't know, do try to figure out its meaning by looking at the rest of the story?

Almost Never *Rarely* *Sometimes* *Usually* *Almost Always*

4. After you read, do you think about how well you understood it?

Almost Never *Rarely* *Sometimes* *Usually* *Almost Always*

SAMPLE INSTRUMENT # 2: CLOSED QUESTIONNAIRE: RANKING

Student Directions: Put the following learning techniques in order with 1 being the technique you use the most often and 4 being the technique you use the least.

_____ Reading with a dictionary

_____ Writing down key words when reading

_____ Imagining pictures in your mind when reading

_____ Guessing the meaning of new words when reading

SAMPLE INSTRUMENT # 3: OPEN QUESTIONNAIRE

Student Directions: Answer the questions about what you do to help yourself read in *language*.

1. What do you do before you start to read in *language*?
2. What do you do while you are reading in *language*?
3. What do you do if you don't understand something when reading?
4. What do you do after you finish reading in *language*?

SAMPLE INSTRUMENT #4: GROUP INTERVIEWS

Teacher Directions: In groups of 3-5 students discuss the following questions. Responses may be taped recorded, video taped, or summarized in writing by a note taker.

Reading:

1. What strategies do you use most when you're reading *language*?

   -What do you do to understand?

   -What do you do if you don't understand or it doesn't make sense?

2. Why do you use _____ *(the technique)*?

3. How does it help you learn?

SAMPLE INSTRUMENT # 5: INDIVIDUAL THINK ALOUD INTERVIEWS

Teacher Directions: Give student a reading task in the target language. As student reads, ask him to think aloud/tell you his thoughts while reading. Tape the interview. Use the following prompts to help student think aloud:

-What are you thinking about? What's going through your mind?
-Can you tell me more?
-What are you looking at? Why?
-How did you figure that out?
-How does that help?
-Is there anything else you'd like to add about what was going through your mind?

SAMPLE INSTRUMENT # 6: LEARNING LOGS

Student Directions: Keep a weekly record of your language learning tasks and strategies.

Date	Language Task	Strategy(ies) Used	Strategy Effectiveness-Did it help?	Would you use the strategy(ies) again?

SAMPLE INSTRUMENT # 7: OBSERVATIONS

Teacher Directions: Use the observation form to take notes on students' strategic behaviors.

Date: _____ ***Student***	*Time began/ended:* _____ ***Strategies Observed***	*Activity:* _____ ***Notes***
Janice	acting out, questioning	Asks more questions!
Tyrone	predicting, background knowledge	Used info. from social studies

Portfolio scenarios: Creating rubrics

Scenario 1
Sophie has determined her portfolio purpose: to measure the impact of her French class on students in terms of language and cultural understanding. She sets more specific criteria which support this goal. These criteria are: demonstration of oral proficiency at the ACTFL Novice-high level and a basic understanding of the history of Quebec and its people, especially the current political and social issues connected with the language conflict.

Sophie will adapt the Simulated Oral Proficiency Interview (SOPI) to evaluate students' oral proficiency. To evaluate students' knowledge of the history and people of Quebec, Sophie will design rubrics tailored to each task. For example, to evaluate students' understanding of the current language conflict, students will demonstrate knowledge of the ideas of the two linguistic camps and the key social and political actors. Students will debate the relevant issues. She plans to create rubrics for self-, peer-, and teacher assessment for the debate and the preparatory steps.

Scenario 2
Alex, the Russian teacher, sets the criteria for his writing portfolio: the students will demonstrate control of word order, case endings, verb usage, spelling, vocabulary, clarity, and content. He will also ask the students to set three personal criteria for their learning. Alex and the learners will use analytical rubrics to assess writing. Alex wishes to emphasize peer editing, so he will have the students create and use a peer-assessment form for the drafts of the students' writing. He also wishes to have students set goals for their own discrete point progress and will have students develop rubrics for these personal goals.

Scenario 3
Abby has decided to use assessment portfolios to evaluate their elementary school German curriculum in relation to the National Standards. Abby teaches the first level of German. Her criteria are:

Communicative skills: greet peers and adults; tell and ask about family members, food preferences, and the community.
Cultures: demonstrate knowledge of the ways in which German children celebrate holidays
Connections: demonstrate an understanding of the daily life of a German child of the same age.
Comparisons: compare a German classroom to their own in terms of subjects and daily activities.
Communities: demonstrate knowledge of German immigration to the United States, focusing on the large German community in nearby Cincinnati.

Abby will develop rubrics with her students to evaluate written and oral production and aural and reading comprehension. Student and teacher National Standards checklists will be used for each activity and the student final annotation will focus on the progress toward the Standards. Abby will use the *Teacher's Assessment Check: Responsiveness to Standards* worksheet (page 96) at the end of each quarterly marking period.

Learning reflections: Artifacts and attestations

Portfolio assessment increases student involvement in the learning process by teaching students how to plan, monitor, and evaluate their learning. Students become more aware of themselves as learners through reflection on their learning goals and progress and strengths and weaknesses.

This section focuses on learner involvement in the portfolio process by encouraging students to be active learners through strategic processes such as goal-setting, and self- and peer-assessment. It discusses setting and assessing learning goals and provides suggestions on how students can keep a record of their learning strategies use so as to attribute their successes to specific strategies.

Student goal-setting

In most instructional situations, goals are set through the teacher by the curriculum. Giving students the opportunity to establish their own personal goals, in addition to or in collaboration with those set by the program, allows students to reflect on their reasons for learning a second language. This can increase their motivation and personal involvement in the learning process. Goals can be either short-term (set by asking oneself, *what do I want to learn to be able to do this week/unit*) or long-term (set by asking, *how am I going to use this language in my life, what do I want to be able to do at the end of this year/semester.*). Long-term goals may be used to help set shorter, more reachable goals. For example, if a student's long-term goal is to be able to live and work in Japan for a year, then he may focus on weekly short-term goals such as being able to buy a train ticket, social customs for talking on the telephone, and giving culturally appropriate autobiographical information. Long-term goals are usually set at the beginning of the course, but may be re-evaluated periodically. Short-term goals are set more frequently, either weekly or biweekly.

Setting personal goals empowers students to

- *understand what they are studying*
- *discover what they want to learn*
- *plan to reach their learning goals*

You may need to model the difference between long-term, short-term, reachable and unreachable goals for students. When first asked to set goals, students may set objectives such as, "I want to understand everything my Spanish-speaking friends say." This is not a realistic goal. If goals are not reachable, then students are likely to become discouraged and lose motivation. Examples of reachable goals are "I want to learn 20 new words about music," or "I want to be able to give my opinions on and understand the main idea in a conversation about popular music." By modeling different kinds of goals for the class as a whole and by working with students individually, you can help students set reachable goals that give them confidence. This is skill useful in all academic areas.

Goal-setting worksheets can become part of the portfolio as student artifacts. We have included two worksheets (Setting Reasonable Goals, pages 56-57 and Personal Language Goals, page 58) that you can use with students, but you will want to adapt them to suit your students' needs.

Sample Lesson: Setting Reasonable Goals for a Middle School Spanish Class

(Contributed by Beverly Bicker, Spanish Teacher, Greenmount Alternative School, Baltimore, MD)

I. Setting Long Term Language Goals

Begin with a class discussion of long term goals by asking students the questions:

Why do we study a foreign language?
What are your reasons for studying Spanish?

Possible student answers:

To prepare for future jobs in which Spanish is used
To travel to other countries
To pass Spanish class (now and in the future)
To communicate with Spanish-speaking people in the US
To get along with and learn about people from other cultures
As a challenge which makes us feel good about ourselves
To prepare for the AP language test for college
Learning one language helps us learn another
Helps us understand our own language better

II. Setting Reasonable Goals for This Quarter

Hold a class discussion on what are reasonable goals (vs. unreasonable, unattainable goals). Then students write their own individual goals in the attached worksheet.

Possible ideas of reasonable goals:

# of new vocabulary to be learned, pronunciation improvements, ability to participate in class discussions, ability to answer Spanish questions, learning to conjugate certain verbs (e.g., gustar), writing a penpal letter monthly, labeling the house, talking to a sister, learning songs, focusing attention in class, coming prepared to class

Student goals may be too general at first. Teacher needs to ask for more specificity. Some students need prompting to set more challenging goals and others need prompting to set more realistic goals.

III. Achieving Goals

Conduct a class discussion of how students can reach their goals. Ask students:
-How will you achieve your goals?
-What will you do every day or week to reach these goals?
Then have students write how they will achieve their goals in the attached worksheet.

IV. Checking back

Goal sheets are kept in student portfolios at school and revisited every two weeks. Goals are continued, rewritten, revised, and added to.

Setting Reasonable Goals

ESPANOL: Enero-Marzo 1997 **Nombre**_____

My reasonable goals	How I will achieve my goals: What <u>exactly</u> I am going to do	My comments on my progress		
		30 de enero	27 de febrero	20 de marzo

Setting Personal Language Goals

SHORT-TERM GOALS

Please rate your current ability in (*language)* (0=no ability, 100=excellent ability)

READING:

0 10 20 30 40 50 60 70 80 90 100

LISTENING:

0 10 20 30 40 50 60 70 80 90 100

SPEAKING:

0 10 20 30 40 50 60 70 80 90 100

WRITING:

0 10 20 30 40 50 60 70 80 90 100

REALISTICALLY, what are your goals for this term?

READING:

0 10 20 30 40 50 60 70 80 90 100

LISTENING:

0 10 20 30 40 50 60 70 80 90 100

SPEAKING:

0 10 20 30 40 50 60 70 80 90 100

WRITING:

0 10 20 30 40 50 6 70 80 90 100

What aspect of the language do you think you need to focus on this semester/year?

LONG-TERM GOALS

How do you want to be able to use (*language)* in your life?

What level of ability do you need for your goal?

READING:

0 10 20 30 40 50 60 70 80 90 100

LISTENING:

0 10 20 30 40 50 60 70 80 90 100

SPEAKING:

0 10 20 30 40 50 60 70 80 90 100

WRITING:

0 10 20 30 40 50 60 70 80 90 100

Student self-assessment

Closely related to goal-setting is self-assessment. Students need to self-assess in order to monitor how their learning is progressing. Student self-assessment in the portfolio process creates critical, active thinkers who can take responsibility for their own learning. Students learn that their progress and grade do not depend on the teacher but on themselves. Furthermore, student self-evaluations are usually accurate. Research conducted at the NCLRC indicates that students often assess their progress towards course goals in the same way that the teacher evaluates them. Regularly used, self-assessment can help students track areas of strengths and weaknesses and address problems before final grades are issued. Self-assessment also allows teachers to see how students view their progress, leading to instruction that is individualized to specific student needs.

Student self-assessment can be used to measure progress towards objectives related to specific language skills. For example, if a teacher wants students to assess themselves as to how well they read in the target language, she uses a reading rubric. These specific rubrics are useful whether the portfolio contents focus on one mode of communication or several language skills. Students can periodically evaluate their abilities in each area to see how they progress over the school year. Students can also assess themselves by skill area in accordance with a specific class activity and the assessment can accompany other artifacts in the portfolio. There are many different types of language rubrics depending on the tasks, students' language level, and class expectations.

Student self-assessment in the portfolio process creates critical, active thinkers who can take responsibility for their own learning.

Sample corresponding forms for student self-assessment and teacher-student assessment are provided (See Goal-Setting and Self-Assessment, page 61 and Teacher's Individual Student Assessment Form, page 62). When using these forms, the objectives you set must be related to the curriculum and can be presented as progress indicators to demonstrate what students can actually do as a result of an activity. You can work with students to establish objectives at the beginning of a unit; in this way the assessment process is tied directly to goal setting.

You may wish to let students set a few personal goals in addition to those you establish for the class. To emphasize a sense of progress, students can evaluate their abilities before starting and after completing the unit by using the following rubric to mark whether (1) *I can do the task very easily*, (2) *I can do the task*, (3) *I can do the task with some difficulty*, or (4) *I can't do it yet*. If a student marks that she cannot yet do a task, she can change the mark at a later date by writing in a new mark with date of change. Teachers use a similar rubric to evaluate students' progress (See Teacher's Individual Student Assessment Form, page 62): 1) *exceeds objective*, 2) *meets objective*, 3) *needs improvement*, 4) *does not meet objective*. The forms can be filled in for each unit of study or more frequently, for example, on a weekly basis. They can be entered in the portfolio as artifacts and attestations showing progress toward portfolio objectives. When portfolio assessment is used in

conjunction with traditional testing, some teachers like to complete the forms before such tests so that students can identify areas that need additional work.

A sampling of assessment rubrics are included for various language tasks as well as sample rubrics for evaluating class participation and cooperative group work. (See pages 64-76) The rating scales and objectives will need to be adapted to the language level and curriculum content of your classes. When creating or adapting rubrics for a class, keep in mind that the objectives need to match what you are teaching. There is no right or wrong way to develop a rating scale as long as it is responsive to the class content. For instance, the sample forms show that rating scales can consist of numbers (1-3, 1-5) or descriptive words (*rarely, usually, always; yes, no*). In order for students to successfully use the rubrics, they need to understand the objectives and rating scales. One of the ways this can be done is by involving students in the creation of the rubric.

Goal-Setting and Self-Assessment

Name _____

Unit _____

At the beginning of each unit, work with your teacher to set your objectives. Rate your ability before and after the unit by putting a check mark and the date in the appropriate boxes.

Objective		1-I can do this easily	2-I can do this.	3-I can do this with some difficulty	4-I can't do this yet.
	Before				
	After				
	Before				
	After				
	Before				
	After				

Teacher's Individual Student Assessment Form

Fill in your objectives, the lesson, and the date you complete materials covering the objective. For each student rate their abilities. If a student should change his/her ability level, record with a new mark and date. Place in student's portfolio.

Student Name: _____

Objective/ Skill	Lesson	Date	1-Exceeds Objective	2-Meets Objective	3-Needs Improvement	4-Does not meet Objective

Peer-assessment for language activities

Corresponding to many of the self-assessment forms provided are peer-assessment rubrics. Peer-assessment is used when students evaluate each other's work using pre-determined objectives and rating scales. Including peer-assessment in the portfolio process promotes cooperation, trust, and a sense of responsibility, not just to oneself but to others. Through peer-assessment, students can provide models for each other by sharing their works. They also learn how to accept and give productive criticism and praise. For the sake of reliability in the portfolio, any type of peer-assessment should include evaluations from a minimum of two student peers. Students should be trained how to conduct peer-assessment. The purpose of peer-assessment should also be discussed. For optimal effectiveness, peer-assessment needs to be regularly integrated in class activities so that students become familiar and proficient with the process.

Many of the rubrics are the same for self- and peer-assessment. This information is useful for comparison purposes. A student can compare how he views his work with how his peers evaluate his work, perhaps leading to additional insights. Occasionally, self- and peer-assessment rubrics need to be slightly different. For example, a writing rubric for oneself may include criteria for planning, brainstorming, and the revision process. These may not be measurable by a peer reviewer, so the form for the peer may not include such items. Peer-assessment can be placed in the attestation section of the portfolio along with teacher assessment rubrics. Self-assessments are artifacts.

Presentational Speaking: Self- and Peer-Assessment

Name of Speaker: _____ Name of Reviewer: _____
Assignment: _____ Date: _____

Evaluation Criteria	Rating Scale Disagree				Agree
The presentation was understandable.	1	2	3	4	5
The information was important and interesting.	1	2	3	4	5
The speech was organized with a main idea and details.	1	2	3	4	5
There were few grammar errors interfering with the message: subject/verb agreement verb tenses word order gender distinctions	1	2	3	4	5
The speaker spoke loudly and clearly.	1	2	3	4	5
The speaker used correct word stress and intonation.	1	2	3	4	5
The speaker used visual materials as needed: transparencies chalkboard posters/paper	1	2	3	4	5
The speaker used effective body language: facial expressions eye contact hand gestures	1	2	3	4	5

Strengths of the presentation:

Suggested improvements:

Interactive Speaking Interview of Classmate: Self-Assessment

Name: _____ Date: _____
Person I interviewed: _____ Purpose of interview: _____

As you listen to your audio tape of the interview, please circle the phrase that is most accurate.

I opened the interview in an appropriate manner.	I did this well	I did this	I didn't do this
I asked clear questions that the interviewee could understand.	Most of the time	Some of the time	Not at all
I asked for clarification when I didn't understand the response.	Most of the time	Some of the time	Not at all
I repeated the interviewee's main points to make sure I understood.	Most of the time	Some of the time	Not at all
I gave feedback to show that I was paying attention.	Most of the time	Some of the time	Not at all
I ended the interview in an appropriate way.	I did this well	I did this	I didn't do this

1. What did you do well in the interview?

2. What would you do differently next time?

Role Play: Peer-Assessment

Role player's name: _____

Peer's name: _____

Date: _____

Role play presented: _____

1. Pronunciation was clear.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

2. Vocabulary was appropriate to the task.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

3. Vocabulary was varied.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

4. Grammar was used accurately.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

5. The role player was fluent.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

6. The role player used Spanish.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

7. Risk was taken and an effort made to create with language.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

8. Communication was successful.

___*never* ___*rarely* ___*sometimes* ___*usually* ___*always*

Comments on the role play:

Adriana Medina. University of Maryland, Baltimore County, Department of Modern Languages and Linguistics. 1998

Story Retelling Checklist: Self-Assessment

Name: _____ Date: _____
Story title: _____ Author: _____

Please put an "X" in the box that describes your ability to do the following.

	On my own	With help from a classmate or the teacher	I cannot do this yet
I can name the main characters.			
I can describe the setting.			
I can report the events in chronological order.			
I can identify the main issues or problems.			
I can describe the resolution.			
I can express my feelings about the story and compare it to another story or event in my life.			
I can identify my favorite part of the story or my favorite character and tell why.			

Writing Rubric: Self-Assessment

Name: _____ Date: _____
Assignment: _____

Before writing, I think of what I know about the topic. I make a list of ideas, words, and phrases I might use.	NO YES
I organize my thoughts and ideas so that I can focus on one central idea.	NO YES
I choose ideas and examples that are appropriate for this culture.	NO YES
I make sure the writing has a definite beginning, middle, and end.	NO YES
I try to make my writing interesting.	NO YES
I write a first draft and then I reread and revise.	NO YES
I check to make sure that my writing makes sense.	NO YES
I make sure the sentences relate to each other.	NO YES
I use familiar language structures so I know I am writing correctly.	NO YES
If I do not know a word, I use a word or phrase I do know.	NO YES
I make sure punctuation is correct according to the rules in this language.	NO YES
I check my spelling.	NO YES
I check my use of verb tenses (present, past, future, etc.).	NO YES
I check my use of gender and agreements (masculine, feminine, neuter).	NO YES
I ask someone who knows the language (classmate) to read my writing and give me feedback.	NO YES
I make sure the final copy is legible (handwritten or typed).	NO YES

What I think I did very well on in this assignment:

What I think I need to focus/improve on next time:

Writing Rubric: Peer-Assessment

Student Writer: _____ Student Reviewer: _____

Assignment: _____ Date: _____

	Not at all				Completely
The assignment is legible (written neatly or typed).	1	2	3	4	5
The central theme of the writing is clear.	1	2	3	4	5
The writing has a definite beginning, middle, and end.	1	2	3	4	5
The assignment is interesting to read.	1	2	3	4	5
There are enough details and examples to make the ideas understandable.	1	2	3	4	5
The sentences relate to each other.	1	2	3	4	5
The ideas are appropriate for the culture.	1	2	3	4	5
The sentence structures are overall correct and understandable.	1	2	3	4	5
The writer uses punctuation correctly.	1	2	3	4	5
The writer has checked spelling so that spelling is overall correct.	1	2	3	4	5
The writer uses verb tenses correctly.	1	2	3	4	5
The writer uses correct subject/verb agreements.	1	2	3	4	5
The writer uses gender agreements correctly.	1	2	3	4	5

What I really liked about this assignment:

I have the following questions about your assignment:

Some suggestions for next time:

Writing Assignment Guidelines and Assessment

Author's Name: _____ Reviser's Name: _____

Date: _____

Writing assignment number: _____ Draft number: 1st 2nd 3rd

Title: _____

Grammatical structure(s) assigned:

_____ _____

_____ _____

A. Does not meet objective B. Needs lots of improvement
C. Needs some improvement D. Meets objectives

		A	B	C	D
____	1. The assignment has an appropriate/relevant title.	____	____	____	____
____	2. Contains introduction, development of ideas, and conclusion.	____	____	____	____
____	3. Describes and/or gives specific information about all the characters.	____	____	____	____
	* If not, explain: _____				
	_____				
____	4. At the end of the assignment there is an explanation of why (or why not) the cartoon is (or is not) funny.	____	____	____	____
____	5. The grammatical structure(s) assigned has been used.	____	____	____	____
	List structure(s) used:				
	_____ _____				
	_____ _____				
____	6. The handwriting is legible.	____	____	____	____
____	7. The assignment is double spaced.	____	____	____	____
____	8. The assignment totals at least 150 words	____	____	____	____

(Please turn the page)

Adriana Medina. University of Maryland, Baltimore County. Department of Languages and Linguistics. 1998

		A	B	C	D
___	9. There is article-noun-adjective agreement.	___	___	___	___
___	10. There is subject-verb agreement.	___	___	___	___
___	11. Every sentence has a verb.	___	___	___	___
___	12. Verbs are accurately conjugated.	___	___	___	___
___	13. Verb tenses are chosen accurately.	___	___	___	___
___	14. "Ser" and "estar" are used correctly.	___	___	___	___
___	15. Words are accentuated correctly.	___	___	___	___
___	16. Words are spelled correctly.	___	___	___	___
___	17. The grammatical structure(s) is used correctly.	___	___	___	___
___	18. The vocabulary is varied.	___	___	___	___
___	19. Mechanical errors do not disrupt communication.	___	___	___	___

Comments on the writing assignment:

_____

_____

_____

Comment starters for revisers (of course you can use others too):

Me gustó especialmente la parte donde...	¿Por qué...?
Es gracioso que...	¿Cómo...?
Me sorprendió/sorprendieron (mucho)...	¿Cuándo...?
No entiendo...	¿En dónde...?
Hay una manera mejor de decir...	¿Con quién...?
Me gustaría saber más de...	¿Quién...?

Listening to a News Story: Self-Assessment

Name: _____ Date: _____

After you listen to the news story complete the sentences and circle the correct answers.

Comprehension:

1. The main topic of this news story is:

_____

1a. I am *sure / somewhat sure / not at all* sure that my answer is correct.

2. The names of the three most important people in the news story are:

_____

2a. It was *easy / difficult / impossible* for me to listen and understand the names.

3. This news story was being reported from: _____

3a. I heard this name at the *beginning / middle / end* of the story.

4. These are some new words I heard in the story:

_____

4a. I *can / cannot* guess their meanings.

4b. This is what I think those words mean.

_____

_____

Using What I Heard:

5. I could ask one of the people in the story three questions relevant to the story.

Yes *No* *Yes, by working with a classmate*

6. I could talk about what might happen next.

Yes *No* *Yes, by working with a classmate*

Classwork in My Foreign Language Class: Self-Assessment

Name: _____ Date: _____

1. **I come to class.**

   Rarely *Sometimes* *Usually* *Almost Always*

2. **I come to class on time.**

   Rarely *Sometimes* *Usually* *Almost Always*

3. **I complete my homework before class.**

   Rarely *Sometimes* *Usually* *Almost Always*

4. **I am prepared for class. (I bring my books and practice what we are studying.)**

   Rarely *Sometimes* *Usually* *Almost Always*

5. **I pay attention in class.**

   Rarely *Sometimes* *Usually* *Almost Always*

6. **I keep a notebook for new words, grammar explanations, examples.**

   Rarely *Sometimes* *Usually* *Almost Always*

7. **I am an active participant in class discussions.**

   Rarely *Sometimes* *Usually* *Almost Always*

8. **I am an active participant in group work with classmates.**

   Rarely *Sometimes* *Usually* *Almost Always*

9. **I ask questions when I do not understand.**

   Rarely *Sometimes* *Usually* *Almost Always*

10. **I help classmates with their problems and questions about the foreign language.**

    Rarely *Sometimes* *Usually* *Almost Always*

Auto-evaluación del trabajo en clase/Participación en clase

Nombre: _____ Fecha: _____

1. Vengo a la clase con regularidad.

Raras veces Algunas veces Usualmente Casi siempre

2. Vengo a la clase a tiempo.

Raras veces Algunas veces Usualmente Casi siempre

3. Termino mi tarea (deber=asignación) oral o escrita antes de entrar al la clase.

Raras veces Algunas veces Usualmente Casi siempre

4. Vengo preparado(a) a la clase. Traigo mis libros y practico lo que estudiamos.

Raras veces Algunas veces Usualmente Casi siempre

5. Pongo atención a la clase.

Raras veces Algunas veces Usualmente Casi siempre

6. Tengo un folder oganizado en las siguientes partes: palabras nuevas, explicaciones gramaticales, cultura y literatura, videos y cintas.

Raras veces Algunas veces Usualmente Casi siempre

7. Participo activamente en las discusiones en la clase.

Raras veces Algunas veces Usualmente Casi siempre

8. Participo activamente cuando trabajamos en grupo con mis compañeros.

Raras veces Algunas veces Usualmente Casi siempre

9. Hago preguntas cuando no entiendo algo.

Raras veces Algunas veces Usualmente Casi siempre

10. Ayudo a mis compañeros con sus problemas y preguntas acerca del idioma castellano.

Raras veces Algunas veces Usualmente Casi siempre

Adapted and translated by Carmen Breña Clay, Heritage Hall High School, Oklahoma City, OK

Travail en classe dans mon cours de langue: Auto-évaluation

Nom: _____ **Date:** _____

1. **Je viens en cours.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
2. **Je suis à l'heure.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
3. **Je fini mes devoirs avant le cours.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
4. **Je suis prêts pour le cours. (J'apporte mes livres et ai étudié.)**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
5. **Je suis attentif/attentive en classe.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
6. **J'ai un cahier où je note les nouveaux mots, les explications.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
7. **Je participe aux discussions en classe.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
8. **Je participe dans les travaux de groupe avec mes camarades de classe.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
9. **Je pose des questions quand je ne comprends pas.**
   Rarement *Quelques fois* *Généralement* *Presque toujours*
10. **J'aide mes camarades de classe quand ils ont des problèmes ou des questions a propos de la langue.**
    Rarement *Quelques fois* *Généralement* *Presque toujours*

Cooperative Group Work: Self-Assessment

Name: _____ Date: _____

Activity: _____

How often did you do the following things in your group? Circle the word that best describes your level of participation and cooperation.

1. **I asked questions for information or clarification.**
   not at all *rarely* *sometimes* *often*

2. **I offered my opinion.**
   not at all *rarely* *sometimes* *often*

3. **I listened to the other group members.**
   not at all *rarely* *sometimes* *often*

4. **I commented on the ideas of other group members.**
   not at all *rarely* *sometimes* *often*

5. **I encouraged others to participate.**
   not at all *rarely* *sometimes* *often*

6. **I spoke in the target language.**
   not at all *rarely* *sometimes* *often*

7. **I fulfilled my role in the group as assigned by the teacher or group.**
   not at all *rarely* *sometimes* *often*

8. **What I liked best about working with this group:**

9. **What was most difficult about working with this group:**

10. **My goal for the next group activity is:**

Assessment of learner self-efficacy

Self-efficacy refers to a learner's beliefs about her ability to accomplish a task. For example, if a person has high, positive self-efficacy about learning a second language, then she believes that she has the power and abilities to succeed in this task. On the other hand, someone with low self-efficacy feels that she does not have the power and abilities to learn a language, thus admitting failure from the start. A person with high self-efficacy is more likely to succeed at language learning and also to be more motivated to study the language seriously. Self-efficacy is not static; it can change over time depending on a person's reaction to the task and perception of herself.

Self-efficacy can be linked to the portfolio by measuring students' confidence level in completing specific language tasks such as figuring out the main idea in a reading exercise. Students can complete a self-efficacy questionnaire that reflects the task objectives in your curriculum at intervals to see if there is any change in students' self perceptions. Students' self perceptions are important to teacher, parents, and students. If a student starts off with a low perception of his ability, then teacher, parents, and student can work together on learning strategies and skills to help boost the student's confidence level. Used regularly, this reflection can also help identify problems the student is having during the school year; such problems could be reflected in an unexpected decrease in self-efficacy.

Students' ratings of self-efficacy may also be compared with their goal-setting and self- and teacher assessment to get a broader picture of the student and his abilities. (Rating Your Language Learning Capability for French: Listening to French, page 78 and Rating Your Language Learning Capability for Learning French: Speaking French, page 79). The questionnaire presents students with sample learning activities such as listening to the teacher or native speakers on cassettes speaking the target language. Then students indicate how sure they are that they could complete certain tasks for this activity (e.g., understand the main idea or figure out words they do not know). The questionnaire uses a rating scale with a range from 0 to 100.

***Self-efficacy:** a learner's beliefs about his/her ability to accomplish a task. Language learning self-efficacy is not static and can be increased through instruction.*

Rating Your Language Learning Capability for French

How confident are you about learning and using French? This questionnaire describes different kinds of tasks you do in French. For each task, you are going to rate how sure you are that you could complete a language task like the one described. The rating scale goes from 0 to 100. Marking a higher number means you are more sure you could do the activity. Marking a lower number means you are less sure you could do it. Mark how you really feel about your capability to do the task.

Listening to French

You may often listen to people speaking French--your teacher, classmates, and native speakers (in person, on videotapes and on cassettes)- and you want to make sure you understand them.

Circle the number on the line below that shows how sure you are that you could listen and...

1. **...understand the gist of what you hear.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not	Somewhat	Kind	Very	Completely
sure	unsure	of sure	sure	sure

2. **...understand the details.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not	Somewhat	Kind	Very	Completely
sure	unsure	of sure	sure	sure

3. **...figure out the meanings of words or phrases you don't understand.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not	Somewhat	Kind	Very	Completely
sure	unsure	of sure	sure	sure

4. **...retell what you heard.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not	Somewhat	Kind	Very	Completely
sure	unsure	of sure	sure	sure

5. **...use the information to accomplish a task in real life (e.g., hear a weather report and decide what to wear outside).**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not	Somewhat	Kind	Very	Completely
sure	unsure	of sure	sure	sure

Rating Your Language Learning Capability for French

Speaking French

Part of learning and using French is being able to speak it. In class you may have to answer questions, talk to classmates, give reports and summaries, and give information about yourself. Outside class you might have conversations with native speakers and friends.

Circle the number on the line below that shows how sure you are that you could speak and...

1. **...communicate the main point(s) of what you want to say.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not sure	Somewhat unsure	Kind of sure	Very sure	Completely sure

2. **...give supporting details and explanations at a listener's request.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not sure	Somewhat unsure	Kind of sure	Very sure	Completely sure

3. **...solve communication problems when you don't know how to say something or when the listener doesn't understand.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not sure	Somewhat unsure	Kind of sure	Very sure	Completely sure

4. **...know whether the listener is understanding you correctly.**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not sure	Somewhat unsure	Kind of sure	Very sure	Completely sure

5. **...accomplish a task in real life (e.g., you get sick, you have to describe your symptoms to a doctor).**

0------10------20--- ---30------40------50-------60------70------80-------90------100

Not sure	Somewhat unsure	Kind of sure	Very sure	Completely sure

Learning strategies: Learning tools in the portfolio

The previous sections discussed the importance of student goal-setting and self-evaluation, which are examples of learning strategies. This section discusses other types of learning strategies and how the teacher can incorporate strategies instruction in the portfolio classroom.

Learning strategies are actions and thoughts students apply for the purpose of comprehending, remembering, producing, and managing information and skills for learning. (For a list of strategies and definitions, see Learning Strategies Model, page 82). Teaching learning strategies and making them a part of the portfolio can help students develop a sense of control over their learning. By reflecting on the techniques they use to help them learn, students can attribute their success to their own abilities, leading to increased confidence and self-efficacy. Through the explicit teaching of strategies such as goal-setting, self-evaluating, using one's background knowledge, monitoring, and cooperating, teachers can help students develop life-long skills for learning.

> ***Learning strategies:*** *actions and thoughts students apply for the purpose of comprehending, remembering, producing, and managing information and skills for learning.*

If you decide to incorporate strategies reflection in the portfolio, we encourage you to teach strategies explicitly. Although strategies may already be used by students, many of these learning processes are subconscious. By making students conscious of their strategies, you can help them develop greater control over their learning processes. Explicit instruction means giving the strategies names for easy reference, defining the strategies, explaining why and when to use the strategies, and modeling how to use strategies. You do not want to overwhelm students with a lot of strategies at one time, so you might want to limit the number of strategies you focus on and introduce them individually.

You may be surprised at how many strategies your students already use. Research at the NCLRC shows that students of all ages (from first grade through university) can describe the techniques they use to help them learn. However, students are not always aware of these techniques until you directly ask them to reflect on their strategies. Teachers have found several approaches effective in activating student awareness of strategies: conducting class discussions before and after activities on what students do to help themselves complete the task, arranging small-group student discussions on strategies, having students keep individual learning logs, and having students complete strategies questionnaires. Included is a sample learning strategies questionnaire that students can complete to provide more details on their strategic learning skills. (See Sample Learning Strategies Questionnaire for Reading: Russian, page 83 and Sample Learning Strategies Questionnaire for Speaking: Russian, page 84)

Strategies instruction and portfolios are a natural combination for promoting goal-setting, self-assessment, and an understanding of why and how progress in learning occurs because portfolios are

Strategies instruction and portfolios: a natural combination which promotes students' understanding of why and how they are learning.

designed to help students provide evidence of progress in their own learning. For each student work included in the portfolio, students identify the strategies used for completing the work on the annotation worksheet. (See Student's Annotation for Artifacts, page 45) Students can also use a learning diary or log to keep track of the strategies they have used. Through a strategies log, students may be able to identify why and how they are or are not making progress. The Student Learning Log (see page 85) illustrates how strategies are incorporated in the learning process with planning, goal-setting, and evaluating.

Students can also keep track of their learning strategies use through a think-aloud record. A think-aloud is a pair interview in which students share their learning techniques while actually working on a language task. (See Learning Strategies Think Aloud Record, page 86) As one student is working through a language task, he thinks aloud about how he is completing the activity. The partner records the strategies and prompts for additional strategies by asking questions such as *what are you thinking, how did you know that, why do you think that, how are you going to figure that out*. Then students switch roles so each has opportunity to think aloud about strategies. By teaching students the names of strategies in the target language and some simple think aloud questions, the activity can be done in the target language. Evidence of student work in the area of learning strategies can be placed as artifacts and attestations in the portfolio. In addition, rubrics for assessing individual pieces can be adapted to include items related to learning strategies.

To assist you as you teach strategies and to organize the sequence of instruction, we have included a strategies instruction checklist that can be used to monitor your instruction (see Teaching Learning Strategies: A Checklist for Teachers, page 87). If you would like more information on teaching strategies, please contact the NCLRC for additional instructional materials.

THE LEARNING STRATEGIES MODEL

PLAN		
Strategy name	**Question student asks self**	**Definition**
GOAL-SETTING	What is my personal objective? What strategies can help me?	Develop personal objectives, identify purpose of task, choose appropriate strategies
DIRECTED ATTENTION	What distractions can I ignore? How can I focus my attention?	Decide in advance to focus on particular tasks and ignore distractions
ACTIVATE BACKGROUND KNOWLEDGE	What do I already know about this topic/task?	Think about and use what you already know to help do the task
PREDICT/ BRAINSTORM	What kinds of information can I predict for this task? What might I need to do?	Anticipate information to prepare and give yourself direction for the task
REGULATE		
SELF-MONITOR	Do I understand this? Am I making sense?	Check your understanding to keep track of how you're doing and to identify problems
SELECTIVE ATTENTION	What should I pay most attention to? Is the information important?	Focus on specific aspects of language or situational details
DEDUCTION	Which rules can I apply to help complete the task?	Apply known rules
VISUALIZE	Can I imagine a picture or situation that will help me understand?	Create an image to represent information to help you remember and check your understanding
CONTEXTUALIZE/ PERSONALIZE	How does this fit into the real world?	Think about how to use material in real life, relate information to background knowledge
COOPERATE	How can I work with others to do this?	Work with others to help build confidence and to give and receive feedback
SELF-TALK	I can do this! What strategies can I use to help me?	Reduce anxiety by reminding self of progress, resources available, and goals
PROBLEM-SOLVE		
INFERENCE/ SUBSTITUTE	Can I guess what this means? Is there another way to say/do this?	Make guesses based on previous knowledge
QUESTION FOR CLARIFICATION	What help do I need? Who/Where can I ask?	Ask for explanation and examples
RESOURCE	What information do I need? Where can I find more information about this?	Use reference materials
EVALUATE		
VERIFY	Were my predictions and guesses right? Why or why not?	Check whether your predictions/guesses were right
SUMMARIZE	What is the gist/main idea of this?	Create a mental, oral, written summary

Sample Learning Strategies Questionnaire for Reading

Reading Russian

Reading is a frequent activity you use for learning and using Russian. You may often read texts such as dialogues, stories, advertisements, and articles in Russian as part of classwork or on your own.

How often do you do each of the following to help you understand Russian reading material that is challenging?

1. **I decide in advance what my reading purpose is, and then I read with that goal in mind.**

   Never *Rarely* *Occasionally* *Often*

2. **Before I read, I think of what I already know about the topic.**

   Never *Rarely* *Occasionally* *Often*

3. **While I read, I periodically check whether the material is making sense to me.**

   Never *Rarely* *Occasionally* *Often*

4. **I imagine scenes or draw pictures of what I am reading.**

   Never *Rarely* *Occasionally* *Often*

5. **I use the context, like familiar words, pictures, and the content, to help me guess the meanings of unfamiliar words I read.**

   Never *Rarely* *Occasionally* *Often*

6. **I summarize (in my head or in writing) important information that I read.**

   Never *Rarely* *Occasionally* *Often*

7. **After reading, I decide whether the strategies or techniques I used helped me understand, and I think of other strategies that could have helped.**

   Never *Rarely* *Occasionally* *Often*

Sample Learning Strategies Questionnaire for Speaking

Speaking Russian

Part of learning and using Russian is being able to speak it. In class you may have to answer questions, talk to classmates, give reports, summaries, or information about yourself. Outside class you might have conversations with native speakers and friends.

How often do you do each of the following to help yourself speak Russian?

1. **I think about what information is most important to the listener so I can focus on it.**
   Never *Rarely* *Occasionally* *Often*

2. **Before I start speaking, I think of what I know about the topic to brainstorm words and phrases I can use when talking.**
   Never *Rarely* *Occasionally* *Often*

3. **I imagine or draw a picture or situation that I want to talk about to help guide me.**
   Never *Rarely* *Occasionally* *Often*

4. **I use real objects or act out the situation to illustrate and put into context what I am talking about.**
   Never *Rarely* *Occasionally* *Often*

5. **I increase my confidence level by encouraging myself.**
   Never *Rarely* *Occasionally* *Often*

6. **I work with classmates to practice speaking Russian.**
   Never *Rarely* *Occasionally* *Often*

7. **If I don't know how to say something, I substitute what I do know how to say.**
   Never *Rarely* *Occasionally* *Often*

8. **If I don't know how to say something, I ask a more proficient speaker how to say it.**
   Never *Rarely* *Occasionally* *Often*

9. **After I speak I rate how well I did.**
   Never *Rarely* *Occasionally* *Often*

Student Learning Log

Language Learning Plan for (*name*): _____ Class _____

Goals & Tasks	Date	Self-evaluation			Plans for next time	Learning Strategies
		I understand well	I understand but I have questions	It is still difficult		

Beverly Bickel, Greenmount Alternative School, Baltimore, Maryland

Learning Strategies Think-Aloud Record

Name:
Partner's Name:
Date:
Language Activity:

Work with a partner. As you work through the task, tell your partner your thoughts about how you are doing the activity. What are you thinking to understand or to figure out? Your partner will write your strategies in the chart below. Put this chart in your portfolio to help you keep track of your strategies.

STRATEGIES	Is the strategy successful/helpful? Why or why not? YES	NO
PLAN		
MONITOR		
PROBLEM-SOLVE		
EVALUATE		

Teaching Learning Strategies: A Checklist for Teachers

Prepare

Often	Sometimes	Rarely	
☐	☐	☐	1-I acknowledge strategies students already use.
☐	☐	☐	2-I include activities- think alouds and discussions - to help students become aware of their strategies.

Present

☐	☐	☐	3-I teach strategies relevant to my materials.
☐	☐	☐	4-I name the strategy and explain why/when it is useful.
☐	☐	☐	5-I model how to use the strategy(s) on a task.
☐	☐	☐	6-I start with a few strategies and build up students' repertoire.

Practice

☐	☐	☐	7-I give students challenging, yet manageable tasks.
☐	☐	☐	9-I remind students to use a strategy they have just learned or to choose from the strategies they know.
☐	☐	☐	10-I emphasize students' thought processes by asking them how they figured something out.
☐	☐	☐	11-I point out any strategies I see students using.
☐	☐	☐	12-I praise good thinking more than correct answers.
☐	☐	☐	13-I encourage students to share their strategies with each other.

Evaluate

☐	☐	☐	14-I encourage students to evaluate their own strategies use.
☐	☐	☐	15-We discuss why and when a strategy is most useful.
☐	☐	☐	16-I encourage students to choose strategies independently.
☐	☐	☐	17-I fade explicit learning strategies prompts when students take responsibility for the strategy.
☐	☐	☐	18-I evaluate how I teach strategies and revise appropriately.

Extend

☐	☐	☐	19- I talk with students about how they can use the strategies in other subjects and life situations.

Wrapping Up the Portfolio Semester

WORKSHEETS IN THIS SECTION:

Student's Final Portfolio Self-Assessment Checklist
Teacher's Assessment of Student Portfolio
Writing Portfolio Final Teacher Assessment
Teacher's Assessment Check: Responsiveness to Standards
Teacher's Portfolio Record
Guidelines for and Sample of Letter to Parents
Sample Parent Response Form Cover Letter
Sample Parent Response Form

Evaluating the portfolio as a whole

At the end of the marking period, the portfolio is assessed on the artifacts and attestations it contains, and progress shown toward the objectives. Other content criteria might include having a certain number of items in particular areas of evaluation. The portfolio is also generally assessed on technical matters such as organization, table of contents, and cover page information. A rubric for evaluating the portfolio as a whole must be developed and known to all involved. This rubric should be developed before the portfolio assessment period begins and adapted as necessary to allow for changes in instruction.

Assessment of each portfolio is generally done by the teacher in conjunction with the student creator. Other evaluators can include other teachers, and the student's peers and parents. The method of evaluation can include any or all of the following: student self-reflection; parent-child conference; teacher-student conference; peer conference; teacher evaluation; outside evaluation by teachers or students; and oral presentation to peers, teacher, or others. All of these will result in artifacts or attestations which are placed in the portfolio. A final student portfolio self-evaluation checklist (See Student's Final Portfolio Self-Assessment Checklist, page 92) and two final assessment rubrics (See Teacher's Evaluation of Student Portfolio, page 94) are presented.

Many departments, institutions, districts, and some states have guidelines for reporting portfolio assessment. If there are no guidelines, the teacher needs to decide the weight of the portfolio in the formal assessment report. Some teachers may decide to use portfolio assessment to determine the entire grade for the course. Including portfolio assessment in the formal report of assessment provides legitimacy to the entire process of portfolio creation, increasing student motivation. Following are suggestions for the inclusion of portfolio assessment in the formal assessment report:

- Include a letter to the parents/guardians regarding the portfolio and its assessment at the time

BEST COPY AVAILABLE

- Include a letter to the parents/guardians regarding the portfolio and its assessment at the time when formal assessment measures are sent out. You might wish to invite parent/guardians to come to the school to view the portfolios with the students/teacher.

- Use the portfolio assessment as a percentage of the formal assessment mark.

The final assessment of portfolios requires a time commitment on the part of teachers and students. First, students need time to prepare for this assessment. Second, time is needed for the assessment process. Teacher conferences and oral presentations, for example, require careful time management. While portfolio assessment is integrated into instruction, teachers and students are usually pressed for time at the end of the marking period. The following ideas may be useful:

- Set up a clear, organized system of assessment. Determine in advance the methods of assessment, including the people to be involved and make sure they are prepared. A time line on the classroom wall and/or hand-outs to the students and parents can be useful.

- Allot time for each activity, for example, 15 minutes for a teacher-student conference, five minutes for a student oral presentation to the class, or half an hour for peer conferences. Marked calendars and sign-up charts in the classroom or copied for students can organize this process and keep students focused on when they are to meet and what they need to do.

- Prepare and copy all forms and outlines for responses in advance.

- Consider options for getting adult help in the classroom. If you are collaborating with another teacher, you might be able to share teaching responsibilities, allowing each teacher time to meet with students individually. A parent might be willing to come into the classroom to help students prepare their portfolios. You could apply for release time or ask the school librarian to schedule an activity or to allow the library to be used as a supervised place to prepare the portfolios.

Once the semester or year has finished, the question becomes not where to store portfolios, but how to get them out of the classroom! Your school may have guidelines; if not, the portfolios can either be given to the students to take home or to the teacher of the next level. You may also wish to keep copies of some portfolios in order to establish benchmark portfolios and artifacts for future students and, over the years, establish rater reliability for portfolio assessment.

Evaluating the portfolio project

The final evaluation is of the portfolio assessment project. Reflective teachers are interested in knowing what works and what does not and the reasons for these outcomes. Implementing a new assessment tool in the classroom, especially when it can involve a major shift in classroom teaching and learning, requires evaluation to determine its efficacy. A systematic record and evaluation can provide a powerful tool for the teacher and students to increase the value of portfolio assessment in

the classroom. It can also be used as a rationale for portfolio use. Keeping records and carrying out an evaluation pays dividends of increased and improved learning, teaching and assessment.

Teachers can keep a teaching/learning log as they go through the process of planning, implementing and evaluating portfolios. This record can include reflections on how things are going, troubles and concerns, and successes. It can also include a record of exchanges with colleagues who are using portfolios, receipts for materials, and a record of time spent on the various aspects of portfolio assessment. (See Teacher's Portfolio Record, page 98)

Students, too, have an important role to play in evaluating the process of portfolio use in the classroom. Learner opinion is crucial to the success of an instructional or assessment method, especially one which places so much responsibility on the learner. Teachers can use focus groups, questionnaires, surveys, and interviews with students to gain this information as part of the evaluation process.

Sharing your portfolio experience

How can you incorporate your experience into your professional development outside the classroom? Teachers can treat this experience as professional development: share your experiences with colleagues via informal discussions, workshops, articles, or posting on the Internet. Portfolio assessment is a growing trend across the nation; why not be among those influencing the trend?

Student's Final Portfolio Self-Assessment Checklist

Name: _____ Date: _____

Before you ask your teacher to evaluate your portfolio, you should evaluate your portfolio yourself, measuring your work against the objectives and criteria for the portfolio. This worksheet has two parts, a checklist for contents, organization and reflective questions. Add this self-evaluation to your portfolio.

CONTENTS AND ORGANIZATION

Place a check mark next to each sentence which is true of your portfolio.

_____ My portfolio has a table of contents with the names of the works in a clear order.
_____ My works are arranged in order according to the table of contents.
_____ All of the work in the portfolio has my name on it.
_____ All of the work in the portfolio is dated.
_____ There is a student annotation form with every artifact.
_____ My portfolio has artifacts and attestations that show progress toward the objectives.

REFLECTIVE QUESTIONS

1. What did you learn about yourself as a learner by doing this portfolio?

_____

_____

_____

2. What did you like about creating this portfolio?

_____

_____

_____

3. What did you dislike about creating this portfolio?

_____

_____

4. What main things did you learn about the language you are studying?

5. The next time your class creates portfolios, what would you like to do differently?

6. Did you meet the class objectives for the portfolio?

7. Did you meet your personal objectives for the portfolio?

8. Did the portfolio help you with your learning strategies?

9. Is there anything else which you would like to write about your portfolio?

Teacher's Assessment of Student Portfolio

Student's Name: _____

Teacher's Name: _____

Class: _____

Portfolio representing work from _____ to _____

Date of Evaluation: _____

Evaluation: ***A check is placed next to a completed area. A check plus indicates outstanding work; a check minus indicates less-than satisfactory work; a zero indicates that the area is not complete/cannot be evaluated.***

I. Evaluation of Portfolio Contents: The portfolio contains:

_____ Table of Contents

_____ Statement of learning goals

_____ Required number of artifacts

_____ Annotation form for each artifact

_____ Student's final self-evaluation form

II. Evaluation of Portfolio Organization:

A. The portfolio is organized:

_____ Chronologically

_____ Thematically (by Standard area)

_____ Other: _____

B. Each item in the portfolio is: _____ signed

_____ dated

WRITING PORTFOLIO FINAL TEACHER ASSESSMENT

Your grade on your writing portfolio is based on these criteria		**Your points**
Completion of *each* assignment	5 pts/assignment(10)	
Evidence of development/drafts and revisions	2 pts/assignment(9)	
Use of paragraphs	1pt/assignment (9)	
Use of introductory paragraph which introduces the main idea of the essay	1pt/assignment (9)	
Use of conclusion which summarizes the main points of the essay	1pt/assignment (9)	
Overall Comprehensibility/Grammar	5 points in total	
Total Possible	**100 points**	**Your Total : ***

Comments:

*This represents 20% of your final grade in this class.

Teacher's Assessment Check: Responsiveness to Standards

This form can be used to assess the extent to which classroom instruction and activities reflect the National Standards. Portfolio artifacts from the entire class should be included in the tally. This assessment will become more meaningful as it is used over the semesters.

Class: _____
Number of Students:
Semester/Term and Year: _____

1.1 Demonstrate Interpersonal Communication: Total:
1.2 Demonstrate Interpretive Communication: Total:
1.3 Demonstrate Presentational Communication: Total:
2.1 Gain Awareness of Cultural Practices and Perspectives of the Culture: Total:
2.2 Demonstrate Familiarity with Cultural Products: Total:

3.1 Make Connections with Other Disciplines:
Total: ____

3.2 Acquire New Information:
Total: ____

4.1 Make Comparisons Between Languages:
Total: ____

4.2 Make Comparisons Between Cultures:
Total: ____

5.1 Use the Language Within and Beyond the School Setting:
Total: ____

5.2 Show Evidence of Becoming a Lifelong Learner:
Total: ____

Total number of artifacts: ____

Percentage of total number of artifacts by Standard:

1.1	____	1.2	____	1.3	____	Total: ____
2.1	____	2.2	____			Total: ____
3.1	____	3.2	____			Total: ____
4.1	____	4.2	____			Total: ____
5.1	____	5.2	____			Total: ____

TEACHER'S PORTFOLIO RECORD

Date: _____

General reflections:

Questions:

Sources for answers (self-reflection, observation, colleagues, professional literature, Internet...):

Discoveries:

Successes:

Concerns:

Communication with colleagues about portfolios (in person, e-mail, telephone):

Time spent with portfolios in class _____ outside class _____

Issues to Consider

Parental involvement: Establishing links from school to home to community

Portfolio assessment offers teachers the opportunity to involve parents in their children's language learning. Parental involvement in education increases students' academic success and motivation. Parents can help make academic learning relevant to their children by providing links from home to school and to the community. This section discusses ways that parents and children can share in the process of creating an assessment portfolio. (Note: The word parents describes the guardian(s) of a student.)

Parents can:

- *help select books in the target language*
- *talk about their language heritage*
- *ask about language class*
- *seek out opportunities to learn about the target language*

Parents can be involved in the portfolio assessment effort in various ways. (See Guidelines for and Sample of Letter to Parents, page 101.) Providing informational materials to students to share with parents introduces parents to portfolio assessment. Holding a parent workshop at the beginning of the marking period is another opportunity to inform and involve. The workshop can include information on the purpose and rationale for using portfolio assessment, discussion of criteria used to frame instructional practices and evaluation, portfolio contents, and the weight of the portfolio assessment in the final course grade. Assurance that knowledge of the language the child is studying is not necessary should be part of this introduction. Because academic assessment is important to parents as well as students, providing timely information can address any concerns that a new assessment tool can arouse and assures parents that they are important in their children's education. Ensuring that parents and children understand the portfolio assessment will foster positive participation and successful portfolio creation.

Parental involvement falls into two overlapping spheres: links to the community and links to the home. Links to the community describe links through the parent to the target language, its speakers, and the cultures and countries in which it is spoken which are present in the community. Links to the home describe accessing parental knowledge and experiences to the target language, its speakers, and the cultures and countries in which it is spoken. The National Standards call for an extension of classroom learning into the community and beyond. Parents can play a valuable role in helping their children become involved in their communities. They can foster participation and attendance at relevant community events. Parents can also help students seek out relevant community resources, such as, radio programs, newspapers and books, food stores, restaurants and concerts, movies, and plays. Such exposure results in the student making a real connection between school learning and the community and beyond. Artifacts such as a journal, a movie review, or photographs, can form a valuable part of the portfolio.

Parents and other adults at home can serve as resources for their children's learning. Provided with a list of "starter" questions brainstormed in class, students can ask their parents about their experiences and knowledge of the language and culture they are studying in school. Sample questions are: Have you ever visited a country/been in a place where people speak Spanish? Why were you there? Did you ever know anyone who spoke Chinese? Did any of our ancestors come from Germany? Can you speak French/any other language? Did you ever study a language? Such questions can provide an invaluable shift: no longer is the language and culture something introduced only in school and outside the student's personal experience, it becomes part of the child's history, through parents and family members. Information from these conversations can be used as artifacts for the portfolios in the form of essays, drawings, and photographs. Designing a simple oral interview in the classroom can be a valuable activity, with the interview entered in the portfolio as a tape.

You can also draw upon student ideas for involving parents in their language learning, giving more responsibility to students in determining their portfolios. Also, allowing students a voice in determining how to include parents empowers them in a situation which may cause initial insecurity as the home and school identities and roles merge for parent and child.

Teachers can include parents as part of the assessment process, for example, requiring a written statement from parents that they have reviewed the completed portfolio. You can guide the format of this parent contribution by providing a form to which parents can respond. (See Sample Parent Response Form Cover Letter, page 102 and Sample Parent Response Form, page 103.)Students and parents could also prepare audio or video tapes of conversations or interviews on the portfolio.

If parents are not able to participate in the portfolio project, the student can choose another adult to help. A relative, another teacher, or a sibling are some of the possible adult participants. By providing detailed information, encouragement, and reminders of responsibilities you can help parents participate in their children's education. You will decide how to structure parent-student activities and incorporate the resulting artifacts and attestations into the portfolio. It is important for teachers to consider the resources available in the community and have knowledge of and sensitivity toward parents' resources. Parent involvement in portfolios should be structured in such a way that all children and parents are participants.

While parental involvement is not generally relevant to the university-level learner, extending learning into the campus and community can enhance language learning. Learners can get involved in community/campus events and seek out people and events connected to the target language, its speakers, and the cultures/countries in which the language is spoken. Campus international and language clubs, theater groups, movies, international students, and faculty can become valuable learning resources. Finally, oral interviews with parents and relatives can be relevant and interesting to learners at every age.

Guidelines for and Sample of Letter to Parents

Following is a sample letter to parents about portfolio assessment in the classroom. Details will vary according to the way in which you are implementing portfolios in your class and in the ways in which you would like to invite parents to get involved in the portfolios. However, such a letter generally includes: your name, office telephone number, times at which you can be reached, the purpose of the portfolio, the way in which it will be created, what it will assess, and parent involvement.

September 1, 1997

Dear Ms. Owens:

This year Debbie's fifth grade French class will be using portfolios to assess language learning. Debbie will be collecting all her work and choosing some of it to go into her portfolio to show her progress in learning French. Then, Debbie and I will look at this portfolio to see where she has made progress and where she still needs help. The portfolio will also receive a grade, which will be included in the final assessment for the class. I have asked Debbie to share her Portfolio Information Sheets with you, which explain more about the portfolios.

Because you are such an important part of Debbie's education, I am going to ask you to become involved in this portfolio as well. At the end of every quarter, Debbie is going to bring her portfolio home to you and explain what she has done and learned. I will ask you to fill out a Parent Response Sheet, which Debbie will put in her portfolio and return to me. You are also welcome to attend a Parent-Teacher Portfolio Conference. I will send home information on that closer to the end of the term.

I would also like to invite you to become a participant in helping Debbie create this portfolio. I am including a list of possible activities you and Debbie can do together. There are shorter, as well as longer activities. You do not need to know French for any of them. Many of these can be done at home or as part of your regular time together.

Please call me or write me a note if you have any questions or comments about the portfolios or anything else concerning Debbie's language learning.

Sincerely,

Eleanor Johnson
555-1323

Sample Parent Response Form Cover Letter

Dear _____,

Thank you for taking the time to become involved in your child's education. _____ has been working very hard this quarter. This portfolio is a result of that hard work. Our class objectives for this semester were:

_____

_____

The possible ratings for each objective were:

_____

_____

Every week, students chose a piece of work that they had done which showed progress toward meeting one of the objectives. Please look over these assignments and check your child's progress. If you like, you can use the objectives and ratings above. I am also interested in your impressions of the portfolio and any comments you would like to share about _____'s experience in this class.

Thank you very much for your response. Please add it to the portfolio under the Attestations section. If you have any questions, please call me at 555-1323.

Sincerely,

Eleanor Johnson

Sample Parent Response Form

The following form is provided for your use, but please feel free to respond in a different way, for example, by letter or by electronic mail. The completed portfolios are due on Monday, June 2.

- **Based on the portfolio and my child's presentation of it, I believe that my child has met the following portfolio objectives:**

_____

_____

- **I am really impressed by the following things in my child's portfolio:**

_____

_____

_____

- **I can see that my child still needs help in the following areas:**

_____

_____

_____

- **I have the following questions about my child's portfolio and/or language class:**

_____

_____

_____

Further Comments:

_____

_____

_____

Parent Signature: _____

Date: _____

Time management: Sounds great, but where do I find the time?

This is the first reaction many teachers have to the concept of portfolio use in the classroom, and with good reason: anything new in the classroom takes time to plan and introduce to the learners. Portfolio assessment seems to require more time initially than other assessment instruments. However, you will probably find that portfolio assessment will reduce on-going classroom planning and preparation, because much of this work has been done in advance.

Tips for Time Management:

- *Start small--choose one small class and one or two portfolio objectives*
- *Get students involved and responsible. Do not do things for them that they can do themselves*
- *Recruit and train native speakers of the language in the school to help*
- *Have students work on their portfolios outside class*
- *Plan*

Also bear in mind that the time that students spend developing their portfolios is not time lost to instruction and learning. It is through portfolio development that students use the skills and knowledge that are part of the curriculum. Additionally, while the class is working on portfolios, the teacher can offer mini-lessons to students in areas which students need assistance, this maximizes teaching/learning time in class.

Changes in instruction can be difficult and time-consuming in the short term. In the long term, however, the benefits of portfolio use to teaching and learning are tangible and outweigh, in many teachers' minds, the initial challenges of implementing this new assessment tool.

> ***Teacher reflection:*** *I was excited about the possibilities of portfolios, but like many teachers I was concerned about time. After the first couple weeks I realized that if I spent five minutes reflecting on each of the twenty portfolios each week, it added up to two hours per week for one class. I decided to stay with it and two things stick in my mind. First, after two sessions of looking at the portfolios, which included self-assessments, goal-setting, strategies information, and diagnostic work, I felt as though I had gained more insight into these students than after a whole year of instruction without portfolios. I truly understood the concept of individualized instruction and saw how different students' needs were. I also felt that a strong bond of trust had been established between the students and myself--the students opened up, they wanted someone to understand them and how they learn. Secondly, I realized that I couldn't pore over their portfolios every week. I looked at them in-depth on a monthly basis and put more responsibility on the students through self- and peer-reflections. It became easier over. Also, the portfolios caused me to become purposeful and organized in my instruction and this saved me time. I cannot say that portfolios take less time than traditional scanned tests, but after seeing the benefits I don't think I could go back.*

Annotated References

Amado, P. M., Sung, H., & Silva, D. M. (1995). ***Implementation of student portfolios in elementary and secondary foreign language programs.*** **Presentation at ACTFL 1995 Annual Meeting. Anaheim, CA.**

The presentation begins with a comparison of traditional and alternative assessment and continues by offering guidelines for planning and organizing the portfolios, student participation, documentation of the four skill areas, and preparation of audio visual artifacts.

Amado, P. M., Aninao, J. C., & HyeKung, S. (1996). Development and implementation of student portfolios in foreign language programs. ***Foreign Language Annals*** **29(3), 429-438.**

This article discusses the collaborative efforts between teachers and researchers to develop and implement assessment portfolios in elementary and high school foreign (less commonly taught) language classes. It addresses issues such as the role of purpose and audience in the portfolio development, implementation and evaluation and includes discussion of some problems which arose in the course of the project. The article concludes with guidelines for implementing portfolio assessment and for inclusion of audio/visual artifacts as means to evaluate listening comprehension and oral production.

Cohen, A. (1994). Assessing language ability in the classroom. (2nd ed.). Boston, MA: Heinle and Heinle.

This book provides a comprehensive presentation of various principles for guiding teachers through the assessment process. The author also discusses up-to-date topics in assessment, including portfolio assessment.

Gomez, M. L., Graue, M. E., & Bloch, M. N. (1991). Reassessing portfolio assessment: Rhetoric and reality, ***Language Arts*** **68, 620-28.**

This article details the impact of portfolio assessment on teachers within and outside the classroom and on students. The article follows one elementary school teacher's experience using portfolios, determining that she began spending a great deal of time observing her students to learn about them as learners and reviewing their portfolios to prepare instruction. The impact on the children was thought to be positive, as they received individualized attention and instruction and overcame learning difficulties.

Gottleib, M. (1995). Nurturing student learning through portfolios, *TESOL Journal 5,* 12-16.

This article is an excellent introduction to the benefits of portfolios used for different purposes and audiences. It discusses issues specific to portfolio assessment, such as validity and reliability and rubric scoring guides.

Herman, J. L. , Gearhart, M., & Baker, E. L. (1993). Assessing writing portfolios: Issues in the validity and meaning of scores. *Educational Assessment* 1(3), 201-224.

The issues of rater reliability, score validity, and meaningfulness related to portfolio assessment are explored in relation to classroom and large-scale assessment.

Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). A practical guide to alternative assessment. Regents of California.

This book offers comprehensive and comprehensible information on conducting alternative assessment.

Huerta-Macias, A. (1995). Alternative assessment: Responses to commonly asked questions. *TESOL Journal 5, 8-11.*

This article covers the definition and types of alternative assessment as well as questions related to validity, reliability, and objectivity and other strengths of alternative assessment measures. Though the audience for this article is ESL teachers, it is a useful general article for any language teacher beginning an exploration of alternative assessment.

Kieffer, R. D. & Faust, M. A. (1994). Portfolio process and teacher change: elementary, secondary, and university teachers reflect upon their initial experiences with portfolio assessment. NRC Yearbook.

This paper presents results of research done on portfolio assessment created in language arts classrooms. Teachers' goals for and opinions on using portfolios are presented, with an emphasis on portfolios leading to a shift toward reflective and self-aware learners and teachers.

McNamara, M. J. & Deane, D. (1995). Self-assessment activities: Toward autonomy in language learning. *TESOL Journal 5, 17-21.*

This article discusses the importance of student self-assessment, an integral part of assessment portfolios. It offers methods and activities for supporting self-assessment in the classroom, including keeping a language learning log and a portfolio.

Melville, C. (1996). Portfolios in the world language classroom. ***Northeast Conference Newsletter*** **40,52-54.**

This article was written by a language teacher from her teaching expertise perspective; it contains several "teacher tips" and addresses teacher concerns, such as time management, costs and storage, sharing of portfolios, and teacher attitude.

O'Malley, J. M. &Valdez Pierce, L. (1991). Using portfolio and alternative assessment with LEP students, Forum. National Clearinghouse for Bilingual Education 15(1), 1-2.

A brief discussion of the rationale for and ways of using alternative assessment, particularly portfolios, with Limited English Proficiency students.

O'Malley, J. M. &Valdez Pierce, L. (1996). ***Authentic assessment for English language learners: Practical approaches for teachers.*** **New York, Addison-Wesley Publishing Co.**

This accessible, comprehensive book contains an informative unit on portfolio assessment, which addresses the rationale, components, development, implementation, and evaluation of portfolios. Special attention is given to the importance of student self-assessment in the portfolio. It also provides information on assessing the four language skills authentically.

Purveys, A. C. (1993) Setting standards in the language arts and literature classroom and the implication for portfolio assessment. ***Educational Assessment*** **1(3), 175-200.**

This article deals with use of portfolios in literature classes at different grade levels. It addresses the issues of setting standards and applications to portfolio use. This article would be of greatest interest to those designing portfolio assessment for a multi-age/level group or groups of students.

Smolen, L., Newman, C., Wathen, T. & Lee, D. (1995). Developing student self-assessment strategies. ***TESOL Journal 5,*** **22-27.**

This article integrates student self-assessment in regard to use of time and goal setting with portfolio assessment. It offers practical activities and suggestions for implementation in the language learning classroom. Although the article is intended for ESL educators, it is relevant to all language teachers.

Tierney, R. J., Carter, M. A., and Desai, L. E. (1991). ***Portfolio assessment in the reading-writing classroom.*** **Norwood, MA: Christopher Gordon Publishers.**

A basic text addressing issues related to portfolio assessment; many sample worksheets are provided.

Valdez Pierce, L., & O'Malley, J. M. (1992). Performance and portfolio assessment for language minority students. Washington, DC, National Clearinghouse for Bilingual Education.

A comprehensive overview of portfolio assessment; it contains information on assessing the different skill areas, validity and reliability issues, and other portfolio assessment questions raised by teachers.

National standards in foreign language education project. (1996) *National Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, New York: National Standards in Foreign Language Education Project.

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